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ABSTRACT

A school climate questionnaire was developed and administered to 1,959 students in a sample of 24 Massachusetts high schools. Related questionnaires were administered in eight of these schools to 500 teachers, administrators, and support staff. School climate is defined as feelings and opinions about various aspects of the school and how it operates. Questions involved three domains identified as relationships, personal development, and organization that included 13 variables altogether. There were wide variations between the results for different schools, with city schools showing the most variation. Administrators tended to rate school climate more favorably than did teachers, and students rated climate less favorably. Relationships were found between various student characteristics and ratings for the 13 climate variables. Similarly, certain types of school tended to be rated higher than other types; they were characterized by lower student enrollments, higher percentages of college bound students, higher expenditures per student, and flexible scheduling. (Author/CTM)

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SCHOOL CLIMATE STUDY 1976-1977

MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM

ED157935

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APPLICATION OF ASSESSMENT FINDINGS

The findings of the 1976-77 statewide assessment have, as do previous assessments, implications for educators and non-educators at both local and state levels. The first need, however, is to bring these findings to the attention of those most concerned, involved and interested. This is being done in three ways:

1) mass distribution of assessment publications to all school districts and departmental regional centers.

2) publicizing of information about the assessment findings through normal media channels.

3) holding of dissemination meetings at each of the Department's six regional centers during the fall of 1977.

Following this, the Bureau of Research and Assessment, in conjunction with the Department's regional centers, plan to assist schools and other groups:

- in using state developed assessment instruments
- in analyzing and interpreting the results of assessment
- in adapting the procedures and test exercises of the National Assessment of Educational Progress (NAEP) to their own situations

Further information on the above, as well as other matters concerned with statewide assessment activities, can be obtained by contacting members of the Bureau of Research and Assessment (727-8497) or the regional center assessment coordinators listed on the next page.

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FOREWORD

Since 1974-75, the Statewide Educational Assessment Program has provided Massachusetts citizens with useful information about the quality of education in Massachusetts. The results of the assessment program, to date, have indicated to educators, parents, students, public officials and employers statewide patterns of performance in a number of areas including reading, mathematics, writing and citizenship/social studies.

This report describes the results of a study of school climate in a sample of high schools in the Commonwealth. Information from this study and other components of the second phase of the Massachusetts Educational Assessment Program will contribute toward enhancing learning opportunities for Massachusetts students.

The program reflects the goals and objectives which the Commonwealth citizens considers relevant to Massachusetts' public education system. I am pleased to present this year's assessment findings for review by all interested citizens.

Charles Grigsby
Chairperson
Massachusetts Board of Education

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BACKGROUND

HISTORY

In 1971, the Massachusetts Board of Education issued "The Results Approach to Education and Educational Imperatives," outlining fourteen priorities for Department of Education attention. The first three priorities of the document are: Define the educational results expected (goals); Measure the educational results achieved (design for assessment); Establish result-oriented educational standards tied to goals.

In 1972, in response to the first priority, and through an effort involving citizens throughout the State, the Board of Education published "Educational Goals for Massachusetts." This document described the ten broad goals to which the educational systems of the State should aspire.

In July, 1973, in response to the second priority, the Board of Education approved the development of the statewide educational assessment program. Six regional assessment advisory committees, composed of teachers, educational administrators, employers, public officials, parents and students, were established to design the educational assessment program. Since one of the major goals of the assessment program is to provide information about the quality of education on a statewide basis, the committees decided that a sample of students could be used to measure patterns of achievement.

During 1974-75, The Massachusetts Department of Education implemented the first phase of the statewide assessment program. The first phase addressed three of the state's ten educational goals -- basic communication skills, effective uses of knowledge, and occupational competence. Performance information from samples of students throughout the Commonwealth was collected in reading, mathematics and decision-making

for nine and seventeen year olds, and occupational knowledge and occupational attitudes for seventeen year olds only. In addition, a sample of citizens throughout the state were surveyed to determine their attitudes toward education and their evaluation of the Massachusetts educational goals.

During 1975-76, the Department of Education conducted the second phase of the assessment program. This phase dealt with six of the ten state educational goals -- basic communication skills, effective use of knowledge, individual values and attitudes, respect for the community of man, citizenship in a democratic society, and understanding of the environment. Performance information from samples of students throughout the Commonwealth was collected in writing, citizenship and social studies. A separate study was also made of Foreign language performance among secondary school students with different lengths of exposure to instruction in French and Spanish.

In the spring of 1976, the Statewide Assessment Advisory Committee was asked to recommend the areas to be examined in the third phase of the program. One the basis of the Committee's suggestions to the State Board of Education, the 1976-77 assessment effort dealt with four of the ten state educational goals -- basic communication skills, effective uses of knowledge and understanding of the environment.

In order to measure these goals, a sample of 8,000 nine and seventeen year old students throughout the state were assessed in Science, Ecology and Consumer Education. These assessments were conducted by Testing and Evaluation Services Company (TESCO) of New City, New York under contract with the Bureau of Research and Assessment. Two additional studies were made during 1976-77. One was an examination of the climate in a sample of high schools and the other was an exploration of the

use of non-traditional assessment techniques such as group discussion and simulated performance. These studies were conducted for the Bureau of Research and Assessment by Training, Development and Research, Inc. (TDR), of Newton, Massachusetts.

PURPOSE

The overall purpose of the assessment program is to gather information that will indicate how well the Commonwealth's educational system is meeting its goals. It is not the purpose of the assessment to determine how well individual students, schools, or school districts perform. Accordingly, all components of the assessment program have been conducted on a random sample of students from all over the state. In any one school, and in many districts, a maximum of twenty students have been tested in any one subject. The data in these reports come from only one year of testing and can be useful as base-line information but the findings cannot be analyzed to show trends in the school systems of the Commonwealth. In addition, the reader should be aware that factors other than school programs influence performance. Knowledge, skills and attitudes are learned from parents, peers, and the media as well as from teachers.

Specifically, the assessment program serves four goals: first to provide the general citizenry, students, parents, legislators, and educators with more accurate and useful information about the quality of education in Massachusetts; second, to provide state-level decision-makers with detailed information necessary to make better informed policy decisions and recommendations about state-wide educational activities; third, to provide citizens, school committees and school administrators

with information on patterns of performance as an aid in analyzing local educational conditions and in setting local objectives; fourth, to make available to school systems assessment procedures for use in developing and implementing local assessment programs.

This report is one of two summarizing the findings of the School Climate Study undertaken as part of the third phase of the assessment program. A second report, relating the results of using the climate instruments in selected high schools has also been issued and is available in the office of every school superintendent throughout the state as well as at the regional offices of the Department of Education.

I. HIGHLIGHTS

This study has found that--

- According to student ratings, each type of community in Massachusetts--cities, industrial suburbs, residential suburbs, and rural towns--has high schools with good climates and high schools with poor climates.

- In this study of the school climate of twenty-four representative Massachusetts high schools, the highest and lowest rated schools were in cities.

- The climate rating of each school is as unique as a fingerprint. This study has developed a valid and reliable questionnaire that can be used to show the relative strengths and weakness of a school's climate.

- Administrators rate the climate of their high schools most favorably, students rate their school climate least favorably, with teacher and support staff ratings falling between these extremes.

- High school climate is rated more favorably by students:

    - from more affluent homes
    - who are in college preparatory programs
    - who report that they get higher marks
    - who can stay after school to participate in sports, clubs, and other school activities.

- School climate is rated more favorably in high schools:

    - of smaller student enrollment
    - with higher percentages of graduates going on to higher education
    - in districts with higher per-student expenditures
    - with ungraded classes, activity choices, rotating weekly schedules, and interchanging schedules.

II. INTRODUCTION

When you visit a school for the first time, you're likely to form your own opinions about that school, and how it operates. You may feel that the school is orderly and quiet, and that students and teachers show a serious interest in learning. Or you may feel that the school is disorderly and noisy, and that no one shows much interest in learning. In stating these opinions, you would be judging the "climate" of the school; you would be saying how you feel about the school, and how it operates.

This is a report on the climate of high schools in Massachusetts. The study which was sponsored by the Bureau of Research and Assessment of the Massachusetts Department of Education, summarizes the feelings and opinions of students, teachers, administrators and support staff about a sample of twenty-four randomly selected high schools in the Commonwealth. The study uses school climate questionnaires developed on the basis of previous research and practice in this area, developed in conjunction with a study Advisory Committee. The report explains the study approach, describes other possible approaches, and describes the procedures that were followed.

This report combines a description of the study and results, and technical details such as questionnaire statistics. For the reader's convenience, technical matters are treated in detail in the appendices. In the text of the report, technical matters are minimized, and technical terms are defined where they first appear.

The report focuses on school climate as it is perceived by students. Data on school climate for teachers was collected from teachers, administrators, and support staff, but the results are not reported here as they show primarily that administrators tend to rate the climate of their school for teachers higher than teachers do. Similarly, a part of the study was concerned with interactions between members of the school community, and is not reported because the results also show primarily that administration ratings are highest, student ratings lowest, with teacher and support staff ratings falling between these extremes. These trends are amply demonstrated by the data on school climate for students.

A companion volume to this report explains how the school climate instruments can be used by local school districts. It includes such topics as forming a local climate study team, questionnaire administration, scoring, interpretation of results, and a guide to factors that contribute to and block the use of local school climate results, based on the experience of three Massachusetts high schools.

III. SCHOOL CLIMATE: RESEARCH BACKGROUND

As the first step in the development of the various questionnaires, the study team surveyed research on the organizational climate of schools, classrooms, businesses, hospitals, the military, and other types of organizations. A review of the literature on organizational climate revealed three basic approaches.

According to one approach, members of organizations are expected to act differently as a result of differences in such organizational characteristics as size, structure, goals, norms, resources, and leadership style (e.g. Forehand and Gilmore, 1964; Katz & Kahn, 1966; Lawrence & Lorsch, 1967). In this view, the "climate" of a small organization might be characterized as involving more intimate or satisfying interprersonal relations than a large organization, for example.

A second approach treats organizational climate as the result of the expectations and characteristics of its members (e.g., Campbell, et al., 1970; Kahn, et al., 1964; Litwin & Stringer, 1968; Schneider & Bartlett, 1968). If organizational members are ambitious and energetic, for example, the climate might be characterized as productive. If the members are aimless or lazy, the climate might be characterized as unproductive.

A third approach -- the approach selected for this study -- allows for such organizational and individual characteristics, but holds that organizational members' perceptions of individual and organizational

characteristics mediate behavior and attitudes (e.g., Schneider, 1973; Friedlander & Margulis, 1969; Halpin & Croft, 1963; Guion, 1973; Anderson and Walberg, 1974). Members' behavior and attitudes are seen as based on their feelings and opinions toward the characteristics of the organization and its members. This "perceptual" approach represents what James and Jones (1974) call "psychological climate," which they advocate over the concept "organizational climate" for clarity of measurement. It also accounts for the consistent variation in individuals' assessment of organizational climate by asserting that climate, like beauty, lies in the eye of the beholder.

An examination of these and other works on organizational climate led to a three domain structure of organizational climate, as shown in Figure 1 (p. 10). Several independent researchers using the perceptual approach arrived at similar three domain structures of organizational climate. A three domain structure was also used in a Pilot Study of School Climate, conducted in the 1975-76 Massachusetts Statewide Assessment Program.

The instruments used by these researchers use variables and items assigned to the three domains. Thus, the present study is patterned after a research convention. One unusual aspect of the present study, however, is its focus on the climate of an entire school. Although some work has been done on the climate of colleges or universities, and a good deal of work has focused on the organizational climate of businesses, hospitals, and social service agencies, most research in elementary and secondary education focused on classroom climate.

Figure 1: Three-Domain Concepts of Organizational Climate*

Learning Environment Inventory (Walberg, 1969)	Cohesiveness	Pace and Difficulty	Formality
Classroom Environment Scale (Moos & Trickett, 1974)	Relationship	Personal Development	System Maintenance and Change
Organizational Climate Index (Stern, 1970)	Closeness, Group Life	Intellectual Climate	Orderliness
Dimensions of Group Processes (Fairweather, 1969)	Group Cohesiveness	Group Performance	Leadership and Role Delineation
Institutional Functioning Inventory (Peterson, 1970)	Institutional Esprit	Intellectual Aesthetic	Freedom
1975-76 Massachusetts Pilot Study	Interpersonal Relations	The Educational Program	The School as an organization
This Study	Relationships	Personal Development	Organization

* We are indebted here to a similar analysis of related research by Insels and Moos, 1974, p. 184.

IV. SCHOOL CLIMATE: DEFINITION AND STRUCTURE

In this study school climate is defined as feelings and opinions about various aspects of the school and how it operates, as perceived by students, teachers, administrators and support staff like custodians and cafeteria workers. Three "domains" and thirteen "variables" are used to represent fundamental aspects of school climate, as shown in Figure 2.

Figure 2: School Climate Domains and Variables

DOMAINS:	A. Relationships	B. Personal Development	C. Organization
VARIABLES:	1. Community 2. Accessibility and Receptivity 3. Involvement 4. Equal Treatment 5. Groupings	1. Learning Orientation 2. Expressiveness 3. Goal Direction 4. Challenge	1. Dealing with Problems 2. Order 3. Options 4. Influence Distribution

The three domains are considered global areas of school climate, and the variables assigned to each domain are more specific areas of school climate. The five variables within Domain A refer to different aspects of the relationships between school members. For example, "Community" refers to levels of friendship and mutual support school members feel toward each other, and "accessibility and receptivity" refers to perceptions of the availability and openness of school members to conversation and assistance about concerns. These domains and variables are defined in Figure 3 (p12).

Figure 3: School Climate Domains and Variables Defined

A. Relationships: Relationships involve feelings and opinions about how students, teachers, administrators, and parents get along with and support one another. Relationships include the following variables:

1. Community: Perceptions of the level of friendship and mutual support school members feel toward each other.
2. Accessibility and Receptivity: Perceptions of the availability and openness of school members to conversation and assistance about concerns.
3. Involvement: Perceptions of the extent of school members' interest and participation in learning, social, and other school activities.
4. Equal Treatment: Perceptions of the uniformity of members' opportunities and treatment in the school.
5. Groupings: Perceptions of the extent to which group membership is a positive or negative experience in the school.

B. Personal Development: Personal development involves feelings and opinions about the directions and conditions of learning in the school. Personal development includes the following variables:

1. Learning Orientation: Perceptions of extent for which learning and acquiring academic, vocational, and interpersonal skills are emphasized in the school.
2. Expressiveness: Perceptions of the extent of originality, and open expression of ideas and feelings among school members.
3. Goal Direction: Perceptions of the extent to which school members understand and accept what they are expected to accomplish, and provides a framework for focusing their efforts.
4. Challenge: Perceptions of the level of difficulty of school members' goals and tasks, and the pace of effort required.

C. Organization: Organization involves feelings and opinions about the way the school operates. Organization involves the following variables:

1. Dealing With Problems: Perceptions of the extent of identifying, analyzing, and resolving school problems when they arise.
2. Order: Perceptions of the extent to which school rules reflect established legal procedures, and are accepted by school members to maintain favorable learning conditions.

Figure 3 (Cont'd)

3. Options: Perceptions of the extent of choices available to school members regarding goals, courses, levels of challenge, and social opportunities, for example.
4. Influence Distribution: Perceptions of the extent to which school members contribute to decisions regarding rules, procedure, and options, for example.

Each variable is further defined by seven questionnaire items assigned to it. For example, under community, students are asked to rate the extent to which "students in this school know most of the members of their daily classes by their first names," and "students feel they can get help from others when they need it." The domains, variables and items assigned together for the student school climate questionnaire are shown in Table 5, p. 85).

Appendix B (p. 47) includes the actual student questionnaire given in the study, where the items, shown in Table 5 are mixed across domains and variables and worded both positively and negatively to minimize "set response" (i.e., the same response for several consecutive items). In the student questionnaire shown in Appendix B, the first ninety-one items are measures of the thirteen variables (seven items per variable). The domains are measured by summing the items assigned to the variables of that domain.

Items 92-109 in the student questionnaire are used as measures of the quality of interactions of students and teachers, students and administrators, and teachers and parents. Six questionnaire items are assigned to each of these three types of interactions (see Figure 11, p. 93).

School climate questionnaires were also developed for teachers and administrators. A support staff (custodians, school nurse,

cafeteria workers) questionnaire was developed in place of a parent questionnaire that had been planned. Prior experience in the Massachusetts State Assessment Program had shown that the logistics and acceptability of administering questionnaires to parents was problematic. For comparative purposes, the questionnaires for these four groups were structured with some parallel and some identical items, as shown in Figure 4 (p.15). (See Appendix B for the four complete questionniares.)

The first ninety-one items on the teacher questionnaire parallel those on the student questionnaire, assigned to the same three domains and thirteen variables. The student questionnaire focuses on school climate for students, and the teacher questionnaire focuses on school climate for teachers. For example the student items like "students in this school..." were converted to "teachers in this school..." for the teacher questionnaire. In other cases, different items were developed to replace student items not applicable to teachers.

As seen in Figure 4 (p.15), 26 items (two per thirteen variables) were selected from the student-and-teacher-focused items, and used for comparative purposes. For example, the 26 student-focused items were included in the teacher, administrator, and support staff questionnaires. The 26 teacher-focused items were included in the administrator questionnaire. Items similar to those in the student questionnaire for teacher/administrator and administrator/parent interactions were also used in the questionnaire for adults.

The student "biographical" items (items 110-118), referred to in figure 4, sought such information as sex, father and mother's occupation, and perceived achievement. One biographical item is

Figure 4: School Climate Questionnaire Structure

4 Versions of The School Climate Questionnaire	3 DOMAINS 13 Variables 7 Items/Variable	Biographical	Interactions***	TOTAL ITEMS
STUDENTS	Student Focused (91)	9	1. Student/Teacher(6) 2. Student/Admin. (6) 3. Teacher/Parent (6)	118
TEACHERS	Teacher Focused (91) Student Focused* (26)	1	1. Student/Teacher(6) 3. Teacher/Parent (6) 4. Teacher/Admin. (6)	136
ADMINISTRATORS	Teacher Focused** (26) Student Focused* (26)	1	2. Student/Admin. (6) 5. Admin./Parent (6) 4. Teacher/Admin. (6)	71
SUPPORT STAFF	Student Focused* (26)	1	1. Student/Teacher (6) 4. Teacher/Admin. (6) 2. Student/Admin. (6)	45

*26 of the 91 student focused items -- 2 per 13 variables
**26 of the 91 teacher focused items -- 2 per 13 variables
***For each interaction, the 6 variables are summed to form a variable

asked of adults -- their role in the school. Except for the biographical items, all the remaining school climate items (variables and interactions) are stated as simple declarative statements. The statements use generic words such as "students," administrators," or "people". . ."in this school." The first person "I" is not used because such statements tend to evoke those responses thought to be the most socially acceptable by the respondent. A uniform response format is used for all school climate items -- strongly disagree, disagree, agree, strongly agree.

V. QUESTIONNAIRE ADMINISTRATION AND SAMPLE

Drafts of the school climate questionnaire were revised several times in conjunction with the Study Advisory Committee. The resulting student questionnaire was pilot tested with thirty students in two high schools not in the study sample. After these students had filled out the questionnaires they discussed their reactions and suggestions. A final version of the student questionnaire was developed on the basis of the students' responses.

The study called for an assessment of the climate in high schools in Massachusetts, with analyses by certain student and school characteristics. The sample consisted of approximately eighty students in each of twenty-four schools.

Using a table of random numbers, seven school districts were selected within each of four classes of communities -- cities, industrial suburbs, residential suburbs, and other (hereafter referred to as rural).* Cities and towns in Massachusetts have been classified by the Department of Education based on size, financial and demographic characteristics. These classifications are:

> Cities generally refer to communities designated as central cities according to the 1970 United States Census. Examples of Massachusetts cities include Brockton, Haverhill, Holyoke, Lawrence, Worcester.
>
> Industrial Suburbs generally include three types of communities: Suburbs in the inner Boston circle with below average family income and with more than 20% commercial and 7% industrial

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* The technique used insured that every school district in each kind of community had an equal chance of being chosen in the study sample.

land use; Suburbs in the outer Boston circle with below average family income and with more than 20% commercial and 7% industrial land use; and Suburbs of central cities other than Boston with below average family income and with more than 20% commercial and 7% industrial land use. Examples of industrial suburbs are Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee and Monson.

Residential Suburbs generally fall into three categories: Suburbs of Boston (not Industrial Suburbs) with average family incomes up to $16,000; Suburbs of Boston (not Industrial Suburbs) with average family incomes over $16,000; and Suburbs of central cities other than Boston with above average family incomes. Examples include Arlington, Braintree, Framingham, Scituate, Walpole, Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

Other communities generally include the following types: Resort towns in the Cape Cod area; Resort towns in the Berkshire area; Suburbs of cities other than Boston (not Industrial Suburbs) with less than average family income; Towns with below average family income and industrial/ commercial land use; Towns with below average family income that are non-industrial, non-commercial and non-resort areas; and communities with a population of less than 2,500 inhabitants but not resort areas. Examples of Other communities include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Oxford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

For those districts that had more than one high school, one school was randomly selected within that district. The one exception was Boston, where two high schools were selected. From this pool of randomly selected schools requests for cooperation were sent to the schools by the Massachusetts Department of Education. The distribution of schools that participated in the study was: seven city schools, six industrial suburban schools, five residential suburban schools, and six schools in the other category.

Within each of the four classes of communities, two of the seven sample high schools were randomly selected to receive the full battery of questionnaires -- student, teacher, administator, and support staff questionnaires. In the remaining schools, only the student questionnaire was given.

Five people living in different parts of Massachusetts were selected to administer the questionnaires. They were retired or unemployed school teachers and administrators, all of whom had prior test administration experience. An orientation session was held with these questionnaire administrators on February 3, 1977, where the conceptual and logistical design of the study was explained. Each questionnaire administrator was assigned schools in his or her region.

The questionnaires were administered from February 7 through February 17, 1977. Each questionnaire administrator made his or her own arrangements with each school, and administered the questionnaires according to uniform instructions. For the student questionnaire they were instructed to randomly select four to five English classes in each school. If there were fewer sections of English in small schools, they were to then select from social studies sections. The purpose was to sample students representative of the school population by ability/achievement levels. Intact classes were selected, rather than individual students. The questionnaire administrators read the instructions printed on the questionnaire, and followed procedures that insured uniform administration conditions.

They had less control over the administration of the teacher, administrator, and support staff questionnaires in the eight schools selected to receive the full battery of questionnaires. Since members of the Study Advisory Committee advised against giving the questionnaire to some school staff, and not others, questionnaires were distributed to all teachers, administrators, and support staff in the eight schools on the morning when the student questionnaire was given. The respondents were instructed to return their completed questionnaires at the end of

the school day at a designated place. These procedures varied somewhat for individual school convenience. The adult sample, therefore is self-selected, made up of those teachers, administrators and support staff who filled out the questionnaires voluntarily under non-uniform conditions. Consequently, the results of the teacher, administrator, and support staff questionnaires require more qualified interpretation than the student questionnaire results.

The total sample of useable questionnaires which were entered into the data analyses are shown in Table 1.*

Schools were visited by the staff team members to observe the questionnaire administration. They found that procedures ran smoothly and uniformly. The questionnaire administrators submitted a written description and commentary of the administration at each school, which also showed uniform administration. Overall, the respondents took the questionnaire seriously, and many expressed interest in seeing the results.

TABLE 1: Study Sample

Kind of Community	Students	Teachers	Administrators	Support Staff
City	560	131	6	7
Industrial Suburb	502	103	23	19
Residential Suburb	429	54	20	19
Other	468	84	17	17
TOTAL	1959	372	66	62

* All returned questionnaires were screened by computer to exclude those which had greater than ten percent of non-checked or multipally checked items. Those cases remaining were treated as "useable" questionnaires for the analyses.

VI. QUESTIONNAIRE VALIDATION

Two fundamental questions must be asked of any questionnaire. The first question concerns validity -- whether the questionnaire measures what it intends to measure. For this study, the questionnaires should measure school members' perceptions of various aspects of school climate such as the domains and variables described in preceeding sections. The second question concerns reliability -- whether the questionnaire measures perceptions of school climate accurately. The validity and reliability estimates reported in this section are for the student questionnaire only because of the smaller sample sizes of the adult questionnaires and budgetary restrictions.

The student questionnaire shows good construct validity. This means that individual items are measuring what the other items assigned to that variable are measuring, and that variables are measures of their assigned domains. 77 of the 91 items correlate more with the items of their assigned variables than with items of other variables, and 10 of the 13 variables correlate more with their assigned domains than with other domains. The levels of correlations of the other 14 items and 3 variables are close enough to acceptability to maintain the present structure of the student questionnaire to preserve the study norms (see pp. 82-101 for further details).

The student questionnaire also shows high discriminant validity. Items and variables distinguish well between students and schools in

the sample. Statistically significant differences* were found between all 24 schools in the sample for 12 of the 13 variables (only the variable "challenge" did not discriminate). The high degree of variation between schools is underscored by the lack of statistical differences between kinds of communities -- city, industrial suburb, residential suburb, rural (see pp. 23-29).

The student questionnaire shows reasonable concurrent validity. This means that several student and school characteristics are related to perceptions of school climate -- that certain types of students perceive the climate more favorably, and that the climates of certain types of schools are perceived more favorably (see pp. 32-35).

The student questionnaire shows high internal consistency reliability. This is a test of the accuracy of measurement, and is calculated on the basis of ratios between items, variable and domain variations. The results show reliabilities sufficient to compare students and schools on variables and domains (see p. 94).

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* A difference between the climate ratings of schools is taken as statistically significant in this study if that difference could occur by chance variation only five times in 100, or less.

VII. RESULTS: SCHOOL CLIMATE FOR STUDENTS

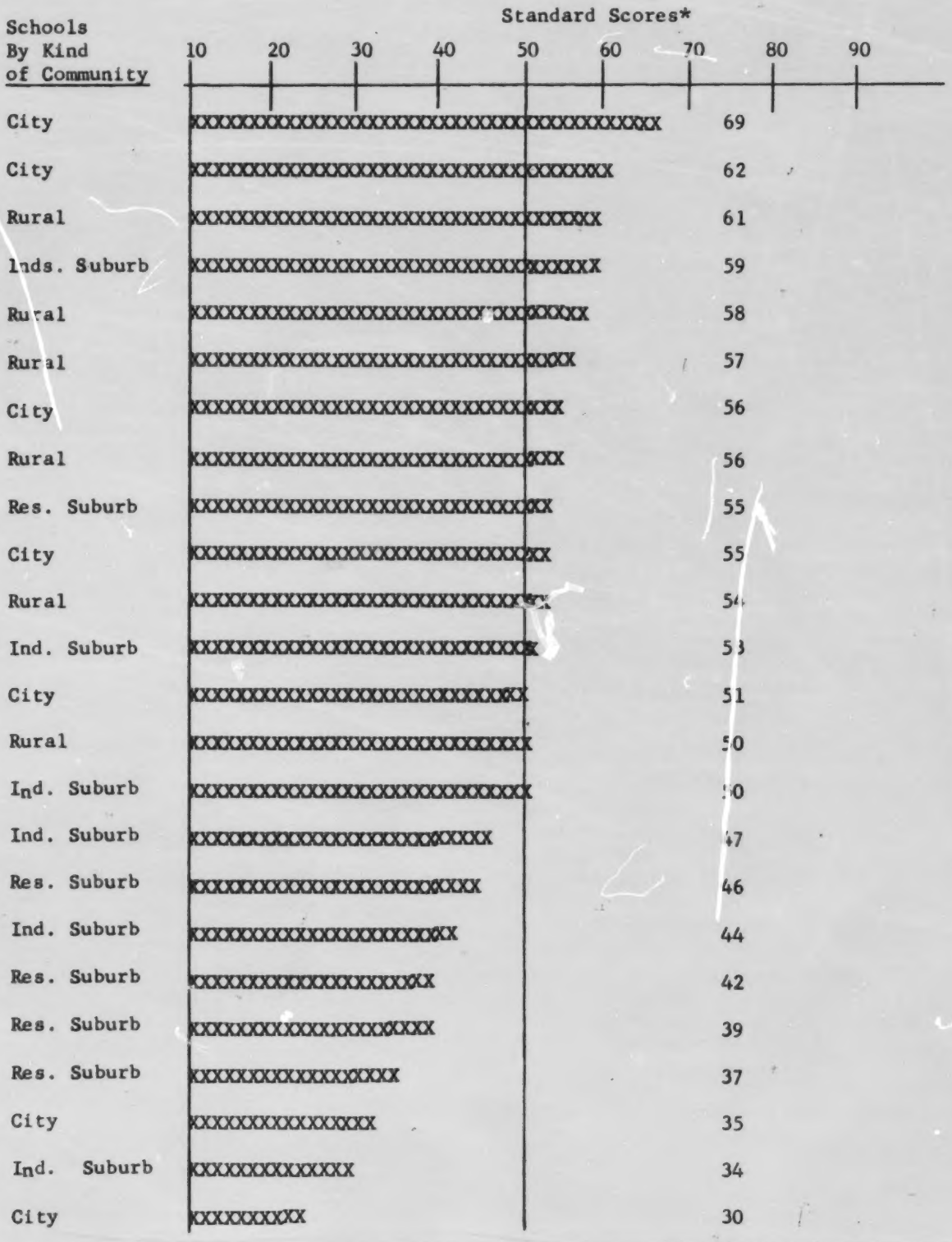
1. Variations Between Schools

The climates of high schools in Massachusetts cities, industrial suburbs, residential suburbs and rural areas are rated with such variation that the ratings are not higher or lower for these particular kinds of communities. Even though rural schools are rated overall highest, city schools second, industrial suburbs third, and residential suburbs fourth, the variation within the four kinds of communities is greater than the variation between them. The variation of city schools is greatest, industrial and residential suburban schools second, and rural schools third. Student perceptions of school climate appear to be independent of kind of community. Thus, some city schools are rated higher in school climate than some suburban and rural schools, for example, and some suburban and rural schools are rated higher than some city schools. This variation in student ratings of school climate by kind of community is shown in Figures 5-7 (p. 24) at the domain levels.

The relative position of most schools in Figures 5-7 (p. 24) also varies. Some schools rated high in relationships are not rated high in Personal Development or Organization, for example. Other schools are rated more consistently high on all three variables by students. Figure 8 (p. 27) shows the overall highest and lowest rated schools in the sample at the domain level. Both are city schools.

When viewed at the variable level, each school in the sample shows a unique profile of school climate as perceived by students.

Figure 5: Variation Between the 24 Sample Schools for the Domain Relationships



*See pages 102-103 for an explanation of standard scores.

Figure 6: Variation Between the 24 Sample Schools for the Domain Personal Development

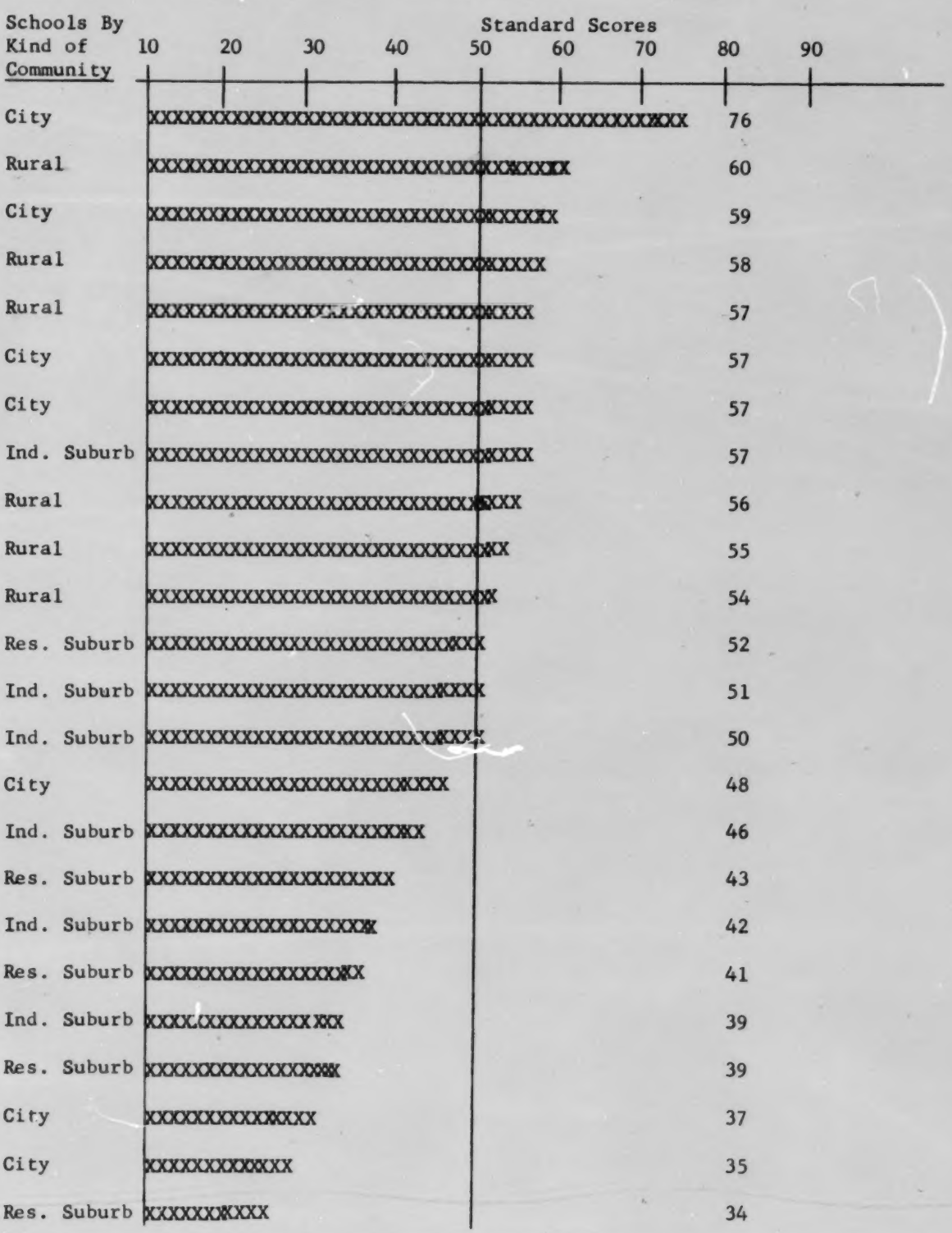


Figure 7: Variation Between the 24 Sample Schools for the Domain Organization

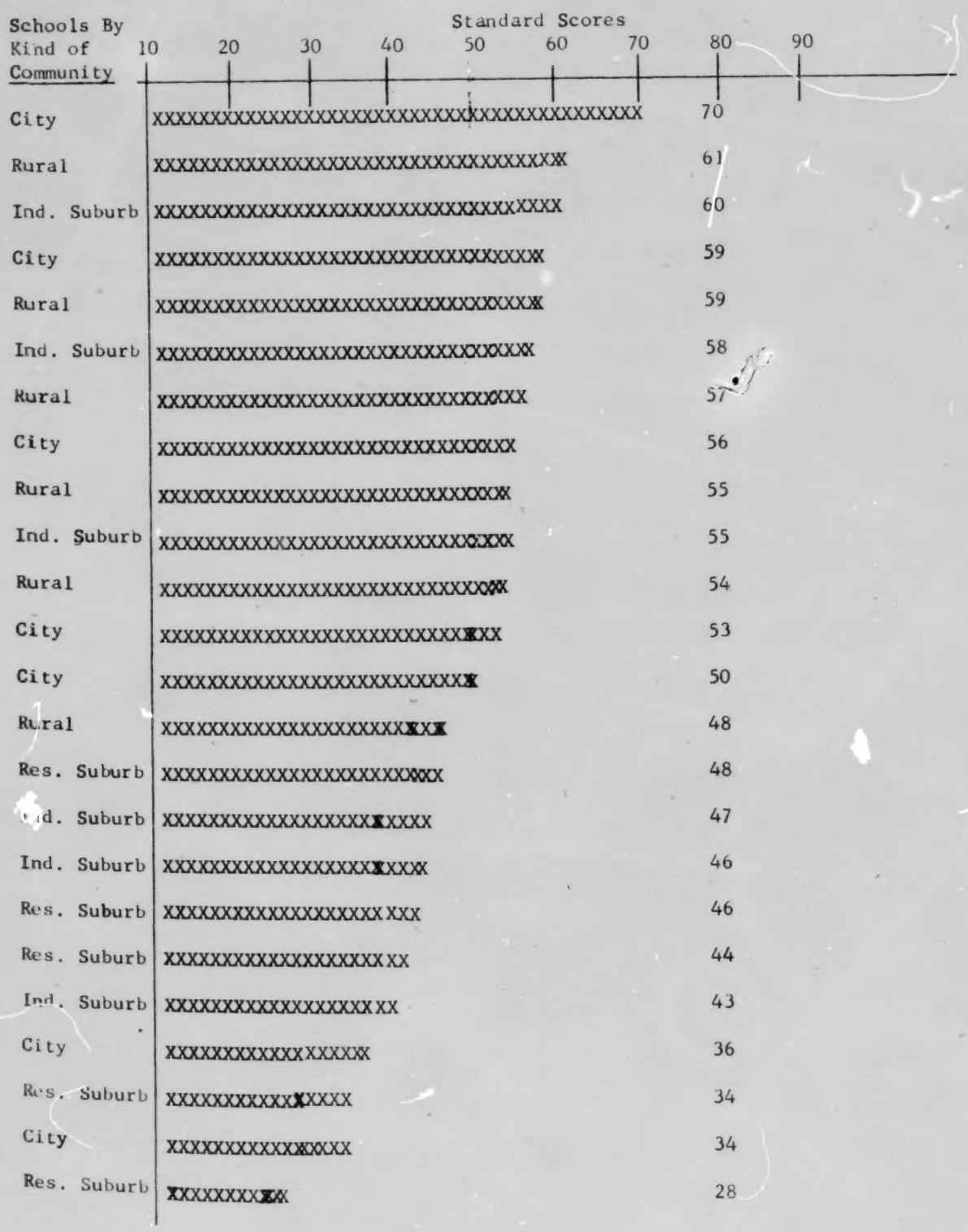
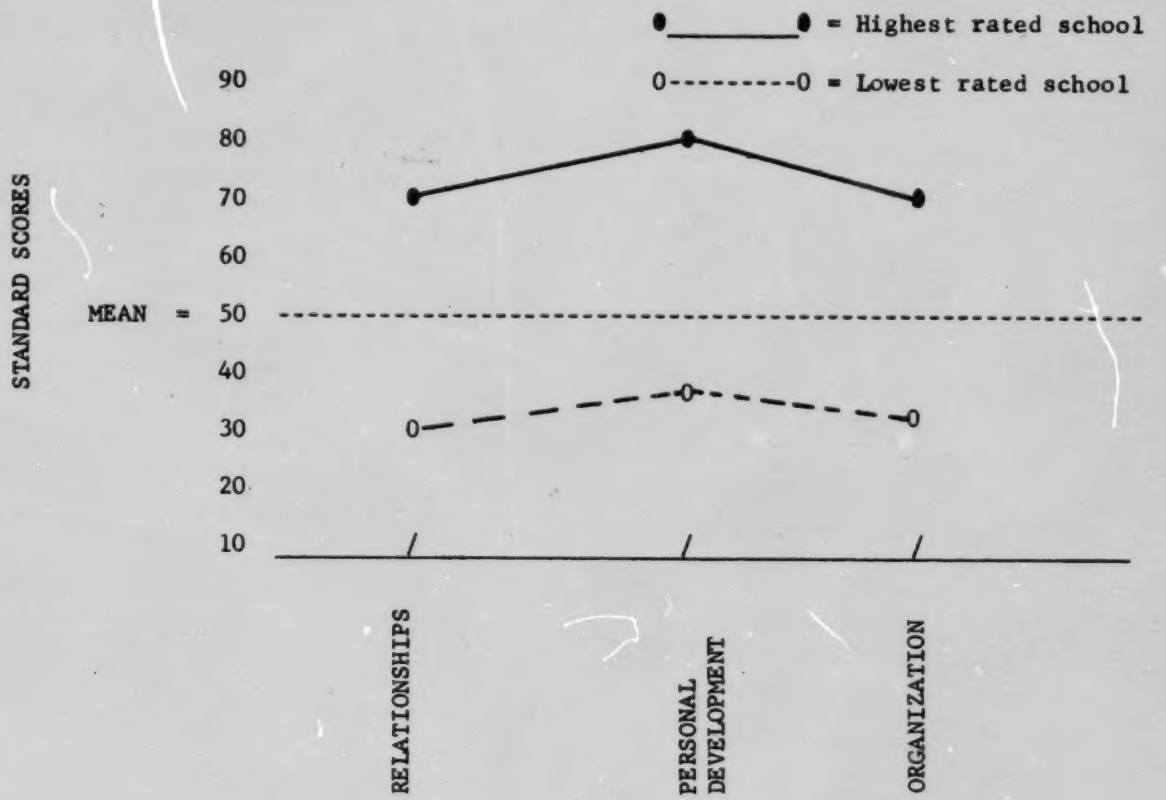


Figure 8: Profile of Overall Highest and Lowest Rated Schools



For example, the variable ratings of the overall highest and lowest rated schools are shown in Figure 8 Where involvement (A) and experssiveness (B) are given relatively lower ratings than other variables in the highest rated school, they are rated in the mid-range of the lowest rated school. Where challenge (C) is rated in the mid-range of the highest rated school, it is rated highest in the lowest rated school. And, options (D) is rated relatively low in the highest rated school, where it is rated relatively high in the lowest rated school. Similarly unique ratings exist for each school. This is further

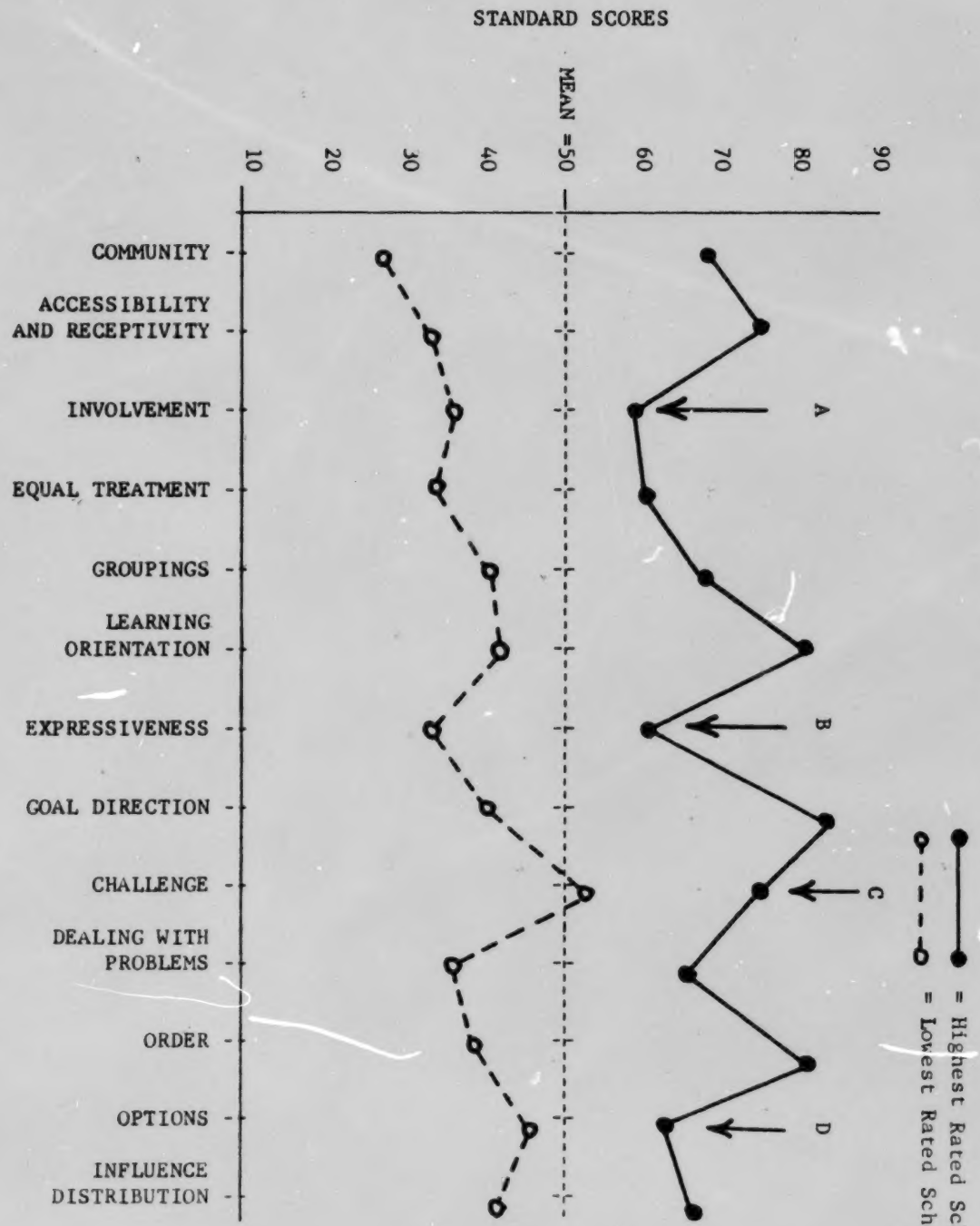


FIGURE 9:
SCHOOL CLIMATE AS SEEN BY STUDENTS

evidence of the discriminant validity (see p. 21) of the student school climate questionnaire, which can be used to diagnose the perceived strengths and weaknesses of a school's climate in relation to the sample distribution.

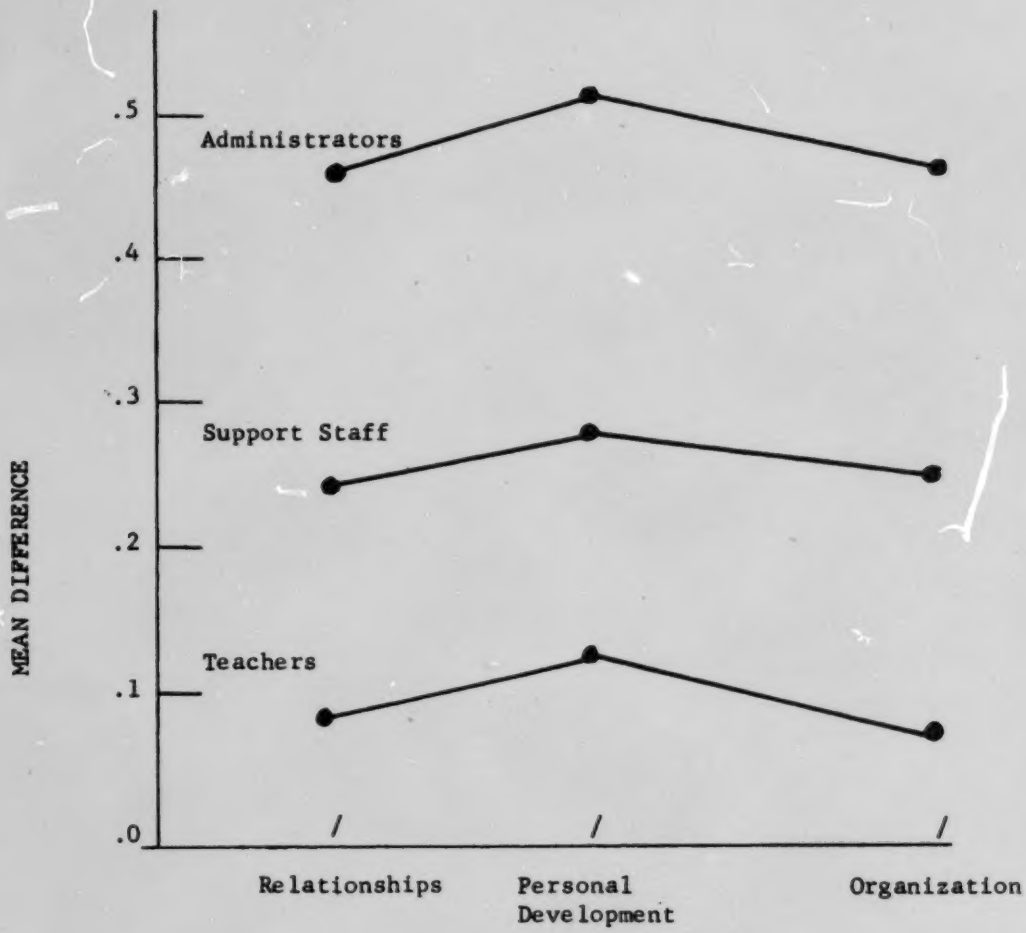
2. Student, Teacher, Administrator and Support Staff Perceptions Compared

As described in preceding sections, teachers, administrators, and support staff were asked to rate their schools using twenty-six items selected from the student questionnaire. Figure 10 (p. 30) shows the contrasts in their perceptions of Relationships, Personal Development, and Organization, as they pertain to the school climate for students. Seven of the nine contrasts of teacher, administrator, and support staff perceptions with student perceptions are statistically significant (see Table 2, p. 31). Figure 10 displays these ratings, and shows that administrators rate the climate for students much higher than do students. The corresponding support staff ratings are higher than the sutdent ratings while the teacher ratings are higher and non-significant in two of the three cases.

All three groups rate the climate for student Personal Development more highly than do students, and the discrepencies between their perceptions and those of students is higher on this domain than on Relationships and Organization. The relative ratings of the three domains by the four role groups are in agreement, however, even though the magnitude of ratings varies.

Whatever the reasons, the differences among perceptions are large, significant, and systematic. Perhaps teachers have a better perspective on the student climate than administrators because they spend more time with students; or it may be that administrators are more public

Figure 10: Contrasts of Perceptions of Students, Teachers, Administrators and Support Staff*



* Note: Student perceptions are on the zero line. The mean difference is the extent to which the role group mean (average) is higher than the student mean. The data for this Figure are shown in Table 2, p. 31.

TABLE 2: Comparison of Student, Teacher, Administrator, and Support Staff Perceptions of School Climate for Students

Domains Rolegroups Relationships	Mean Difference*	Standard Error	Two-Tailed Probability
Teachers	.090	.068	.228
Administrators	.455	.108	.006
Support Staff	.244	.077	.019
Personal Development			
Teachers	.123	.078	.158
Administrators	.501	.119	.006
Support Staff	.270	.095	.029
Organization			
Teachers	.149	.052	.024
Administrators	.426	.062	.000
Support Staff	.219	.097	.066

* The mean difference is the extent to which the role group mean is higher than the student mean. Since administrators and support staff in one of the eight schools did not take the questionnaire, the degrees of freedom for the contrast of these two role group means with student means is six; the teacher-student contrast has seven degrees of freedom.

relations conscious or simply more optimistic. The differences are interesting and worth further research. Also, from the point of view of improving school climate, it may prove frutiful to present discrepant results for a particular school to representatives of all four groups as a factual basis for discussion, and in planning improved school climates.

3. Student Perceptions of School Climate Related to Student Characteristics

Are schools with differing student body composition and other characteristics perceived differently in terms of their climate? Previous research on classroom climate shows that girls, students of higher socioeconomic status, and higher achieving students perceived classroom climate more favorably than boys, lower socioeconomic students, and lower achieving students (Anderson and Walberg, 1974). To explore such relationships, several questions were included on the student questionnaire. These were sex, overall school attitude, mother and father's educational level, mother and father's occupation, types of courses taken (e.g., college-preparatory, business courses), plans after high school, school marks (course grades), racial background, and the extent to which the student can or cannot stay after school. Not all these student characteristics correlated with perceptions of school climate in this study. Table 3 shows statistically significant correlations of the student characteristics and school climate.*

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* Unless specifically noted, only those significant beyond the .10 levels are discussed here, although all correlations that are .30 or above in absolute magnitude are reported so that interested readers may examine those somewhat below borderline significance levels.

TABLE 3: School Climate Correlates of Student Characteristics

VARIABLES	Father Post High School	Mother Post High School	Father, White Collar	College Programs	After School Activities Most of Time	Good Marks
1. Community					49	
2. Accountability and recognition					42	
3. Involvement					50	51
4. Equal Treatment	30		44	44		
5. Groupings	48		60	47		
6. Learning Orientation	42		47	51		
7. Expressiveness					35	40
8. Goal Direction			31	40		
9. Challenge					32	
10. Dealing With Problems					46	36
11. Order					35	
12. Options	36	33				
13. Influence Distribution			40			
DOMAINS: A. Relationships	31		32			
B. Personal Development	32		33	37		
C. Organization	34		36			

* Only correlations absolutely equal or greater than .30 are reported. With 22 degrees of freedom, correlations of .36, .44, and .54 are

Students of higher socioeconomic status** tend to rate their schools as having more.

1) uniform opportunities and equal treatment;
2) positive social groupings;
3) emphasis on learning;
4) student choice in goals, courses, challenge and social activities; and,
5) student influence on rules, procedures, and options.

Students in the college preparation program share the first three perceptions cited above. In addition, they perceive more goal directedness in the school program, and more emphasis on personal development.

Students who usually find it possible to stay after classes for clubs, sports, and other activities perceive their schools as having more:

1) friendship and mutual support among school members;
2) teachers and other people in the school who are accessible and receptive;
3) student interest and participation in learning, social, and other school activities; and,
4) capacity to identify, analyze and resolve school problems as they arise.

Lastly, students who report marks (subject grades) of A and B perceive their schools as having more:

1) student interest and participation in learning, social and other school activities;

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respectively significant at the .10, .05, and .01 levels. Decimals are deleted from correlations; read in hundredths.

** The several education and occupation categories were combined into two categories for these analyses -- up to high school/post-high school; and lower socioeconomic occupations. Similar dichotomics were made for the other student characteristic questions, as described here.

2) encouragement of student expressiveness and originality; and,
3) capacity to solve school problems.

It cannot be assumed that opening schools to more after-class activities and raising the marks of students would produce a more favorable climate. In these correlations, reversed causality might apply: students in some schools may find it possible and, in fact, stay after their classes and may get higher marks because the school climate is perceived as favorable. Or, as the next section suggests, these three factors may be co-determined to some extend by expenditures and the operating policy of the school. Additional research can help settle the questions of directions of causal effects.

Students who are from higher socioeconomic homes, who are college bound, who get higher grades, and who are involved in extra curricular activities perceive their schools as having significantly more favorable climate on nine of the thirteen variables. Had these trends been in the opposite direction, or without statistical significance, there could be little confidence in the concurrent validity (see p. 22) of the scales, or their measurement sensitivity to accidental or deliberate changes in school factors that bring about school climate. Further evidence of the concurrent validity of the scales is shown in the relation of school characteristics to school climate, discussed in the next section.

4. Student Perceptions of School Climate Related to School Characteristics

Do students in different types of schools perceive their climate differently? Previous studies suggest that small schools show a stronger sense of community, for example (Thelen, 1974). Several school characteristics for which recent data was available were

chosen for this study. They are kind of community (city, industrial suburb, residential suburb, rural), percent of graduates who went on to higher education, student-teacher ratio (district), per pupil expenditure (district).*

In addition, the following school organizational patterns were collected to explore possible relationships with school climate perceptions:**

1. HOUSEPLAN: Grades are administered as discrete units, often in separate wings of school building.
2. OPEN CLASS: Students are allowed free choice among several activities and learning experiences during the class period.
3. OPEN CAMPUS: Students are allowed to leave school grounds during free periods.
4. SELF-CONTAINED CLASS: A class having the same teacher or team of teachers for all or most of the daily session.
5. UNGRADED CLASSES: School has no grade designations or grade level standards for all or part of its grade span.
6. UNIFORM CLASS: All class periods of the same duration.
7. ROTATING WEEKLY SCHEDULE: The time at which each course is scheduled varies with the day of the week.
8. INTERCHANGING SCHEDULES: Class schedules that are interchanged in alternate weeks.

Since socioeconomic status of the study body is almost always a significant predictor in school effect studies (Jenks, 1972),

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* From data collected by the Massachusetts Department of Education in 1975-76. District level expenditures are calculated somewhat differently in different communities, and thus are only gross estimates of community expenditures for education.

** From Massachusetts Department of Education Survey of Schools, 1975-76.

correlations between school characteristics and school climate perceptions are statistically controlled for socioeconomic status in the cases in which status indexes are significant (as noted in Table 4, p. 38).

As shown in the first column in Table 4, larger schools are perceived by students as having significantly less:

1) friendship and mutual support among school members; and,
2) level of difficulty of goals, task, and pace.

It is interesting to note that larger schools are rated less highly on these two variables, community and challenge. Although previous research does not show a consistent relation between school size and student achievement (Jenks, 1974), more students, parents, and educators today seem to be questioning the anonymity and alienation of large schools. The present research provides evidence that some aspects of the climate in larger schools is perceived as less favorable. It might have been speculated before the present survey was done that large schools in lower socioeconomic areas are seen as less favorable on community and challenge; but size rather than social class accounts for these two relations.

Schools that have a greater range of grades (nine through twelve rather than ten through twelve) and those in districts with higher student-teacher ratios do not differ significantly in student ratings of climate from their counterparts that do not have these characteristics. Schools in which higher proportions of students in previous years have entered college are perceived by students as more goal-directed, student-influenced, and as higher in social relationships and personal development, although these relations are below borderline statistical significance.

TABLE 4: School Climate Correlates of School Characteristics

VARIABLES	School Size	Grade Range	% Higher Education	Student-Teacher Ratio	Per Student Expenditure	Houseplan	Open Class	Open Campus	Ungraded Classes	Uniform Class	Rotating Schedules	Interchanging Schedules	Control Variables
1. Community	-42				35						44		
2. Accountability and recognition							-30						
3. Involvement	-32					35							
4. Equal Treatment						-31			-39				White collar father and mother
5. Groupings				56		43							White collar father
6. Learning Orientation						30			-39	31			White collar father and mother
7. Expressiveness				38				-30		42			
8. Goal Direction		30							-31	42			
9. Challenge	-39		35					41					
10. Dealing With Problems	-32						-37						
11. Order			32										
12. Options					-30					30			
13. Influence Distribution		32		41					-37	48			White collar father
DOMAINS: A. Relationships		30		37						34			
B. Personal Development		30		31						41			
C. Organization										41			

* The correlations are controlled for student socioeconomic status in those four cases in which status indexes are significant as covariables

In previous school effect studies, per-student expenditure has usually been found to be unrelated to school productivity as measured on the usual standardized achievement tests (Jenks, 1974). However, Table 4 shows that several climate variables are significantly correlated with district-level per-student expenditures. Schools in districts with higher expenditures are perceived by students as having significantly more:

1) positive social groupings;
2) encouragement of student expressiveness and originality;
3) student influence on rules, procedures, options; and,
4) effective personal and social relations among school members.

The correlations with equal treatment, groupings, learning orientation and student influence are controlled for socioeconomic status indexes. The other correlations are uncontrolled because the socioeconomic status indexes are insignificant. Undoubetdly, these correlations and possibly others would be considerably higher if the per-student expenditure in the actual high school sampled were used rather than the district expenditure which was not available.

Schools in districts with higher educational expenditures tend to have more favorably perceived climates. School effects research provides no adequate basis for increasing educational expenditures to raise achievement test scores; but the present analysis suggest that higher expenditure levels are associated with more favorably

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at or above the .10 level. Partial correlations with two variables partialled out require approximately .02 increase from the magnitudes simple correlations given in Table 5 for the same significance levels.

perceived climate, at least in the students' view.

With respect to school organization and scheduling, there are a number of climate correlates. Schools with open classes are perceived as having more positive social groupings. Schools with open campuses, however, are perceived as less capable of dealing with problems that arise. Schools with ungraded classes are seen as more challenging, while those with uniform classes rated lower on equal treatment and influence distribtuion. Schools with rotating weekly achedules were perceived as more goal directed, allowing for more opportunity for student expressiveness, influence, personal development, and are seen as better organized. Schools with interchanging schedules are perceived by students as having a greater sense of community while those with flexible, modular scheduling have no distinctive climate correlates.

Unlike achievement test results that are insensitive to variations in school characteristics, climate variables, even in the present exploratory study show sensitivity to school characteristics, giving construct validity (see p.22). A larger sample of schools and more precise measures of school characteristics should enable analyses that will point the way to positive changes in educational programs and valid monitoring of their effects on school climate.

VIII. SUMMARY

In this study, school climate is defined as feelings and opinions about various aspects of the school and how it operates, as perceived by students, teachers, administrators and support staff. The questionnaires developed for this study were given in twenty-four randomly selected high schools in Massachusetts in February, 1977.

The school climate questionnaires showed high validity and reliability. The twenty-four schools in the sample were perceived differently by students. The variation between schools in the sample was large enough to override differences between schools in four kinds of communities -- cities, industrial suburbs, residential suburbs, and rural schools. City schools showed the largest variation in student climate ratings, with one city schools rated highest, and one rated lowest, in the sample. Suburban and rural schools received more moderate and less varied ratings. Thus, possible stereotypes that school climate in certain kinds of communities are more favorably perceived are challenged by the study findings.

The climate of each school is like a fingerprint -- each is seen as unique. Where some schools are rated high on factors such as sense of community, learning orientation, or order, other schools are rated low on these factors. Thus, the questionnaires can be used to diagnose the perceived strengths and weakness of a school's climate in relation to other schools in the sample.

Administrators tend to rate the climate of their schools most favorably, and student ratings tend to be least favorable. Teachers and support staff rate their schools between these extremes. Ratings

from these four groups can be used by schools to show the extent of agreement or disagreement about various school factors.

School climate is rated more favorably by students from higher socioeconomic homes, who are college bound, who get higher grades, and who can stay after school to participate in extended school activities. Certain types of schools tend to be rated higher than others. For example higher ratings were given to smaller schools, schools with a higher percentage of graduates going on to higher education, schools in districts with higher per student expenditures, and certain organization and scheduling patterns. These relationships are based on correlations between certain student and school characteristics, and school climate ratings. They do not show cause-and-effect relationships, but do suggest an interaction between these factors. They help to explain why certain schools are rated how or high, and can be used by a school in establishing realistic goals for improving or reinforcing the climate of that school.

IX. CONCLUSIONS AND RECOMMENDATIONS

1. Uses of the School Climate Questionnaire:

The student questionnaire developed in this study shows high validity and reliability as a measure of perceptions of school climate. The teacher, administrator and support staff questionnaires were not examined to the same extent as the student questionnaires, but because of their similar structure it is reasonable to assume similar characteristics. It is therefore recommended that these questionnaires be made available to high schools in Massachusetts. The potential value to schools is that they can ask students, teachers, administrators, and support staff to rate the climate of their school, and compare their results with other school ratings in the study sample. Schools can identify those aspects of their climate that are perceived above, at, or below other schools in the 1976-1977 sample. Schools can also gauge the amount of agreement or disagreement between student, teacher, administrator and support staff ratings. From this information, a school can make its own judgement of areas of school climate that it would like to improve, or reinforce.

2. Further Research

The questionnaires and sample norms developed in the study appear technically acceptable for use by high schools in the Commonwealth. There is, however, always room for the improvement of certain questionnaire items, and the representativeness of the sample. For example, the sample of teachers, administrators and support staff was insufficient to allow for the analysis possible for the student sample.

Further investment in these areas may not be as fruitful as in other areas, however. A potentially more fruitful area concerns school characteristics. If more precise measures were used, such as school (as opposed to district) per-student expenditure, and school instructional, organizational and administrative practices, climate correlates could be explored in more depth. Increased precision may reveal more specific relationships between school climate and school characteristics that can be altered. Similarly, research on relationships between student characteristics such as actual achievement might identify aspects of a school influencing the growth of certain types of students.

It is thus recommended that outside funds be sought to support continued research on school climate, especially of the relationship of school climate to more precise measures of school and student characteristics than was possible in this study.

3. Further Development

The 1977 school climate study was limited to high schools. It is recommended that the school climate questionnaires developed for high schools be adapted for middle or junior high and elementary schools. Adapting the high school versions will require a simplification of language and shortening of length. The resulting versions should be pilot-tested and revised accordingly.

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APPENDIX B: QUESTIONNAIRES

1977 SCHOOL QUESTIONNAIRE FOR STUDENTS

DIRECTIONS

The purpose of this booklet is to find out what your school is like. This is not a "test." You are asked to give your honest, frank opinions about your school. We do not ask for your name, and your school will not be identified in this study of schools in Massachusetts.

For each statement go through the following steps:

1. Think about how well the statement describes your school.
2. Circle one number for each statement according to the following instructions:

   Circle 1 If you strongly disagree with the statement.

   Circle 2 If you disagree with the statement.

   Circle 3 If you agree with the statement.

   Circle 4 If you strongly agree with the statement.

Prepared for the

MASSACHUSETTS STATE DEPARTMENT OF EDUCATION
BUREAU OF ASSESSMENT AND RESEARCH

		Strongly disagree	Disagree	Agree	Strongly agree
1.	Students in this school know most of the members of their daily classes by their first names.	1	2	3	4
2.	People pay attention to what students say around here.	1	2	3	4
3.	On most days I look forward to my classes.	1	2	3	4
4.	You feel left out if you're not part of a group in this school.	1	2	3	4
5.	Students would rather be in this school than in any other school.	1	2	3	4
6.	People here usually avoid admitting that problems exist.	1	2	3	4
7.	Students are encouraged to discuss their own ideas freely.	1	2	3	4
8.	No one really knows the goals of this school.	1	2	3	4
9.	Most students find their classes too easy.	1	2	3	4
10.	Students here talk openly about school problems.	1	2	3	4
11.	Learning is more important than marks in this school.	1	2	3	4
12.	Students don't have much choice about which courses they can take.	1	2	3	4
13.	Students help make the rules in this school.	1	2	3	4
14.	You need to be in a group to be liked in this school.	1	2	3	4
15.	Most teachers in this school will see a student who needs help.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
16.	Most students in my classes do a lot of day dreaming.	1	2	3	4
17.	Students get an equal chance to speak in their classes.	1	2	3	4
18.	In many classes, a small group of student disrupt learning.	1	2	3	4
19.	Students here learn many things that will be useful to them after they leave high school.	1	2	3	4
20.	People in this school are afraid to speak out.	1	2	3	4
21.	Most students know what they're expected to learn in their classes.	1	2	3	4
22.	Students here do as little as they have to.	1	2	3	4
23.	Students know exactly what will happen when they break a rule.	1	2	3	4
24.	In this school, nothing is ever done about problems.	1	2	3	4
25.	Students here can be trained to qualify for many different kinds of jobs.	1	2	3	4
26.	Students need permission to do almost anything at this school.	1	2	3	4
27.	The students here have a lot of school spirit.	1	2	3	4
28.	You can get good advice in this school when you need it.	1	2	3	4
29.	Many students don't even try to take part in class discussions.	1	2	3	4
30.	Students here get the marks they earn.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
31.	Once you get into a social group, it's hard to get out.	1	2	3	4
32.	When you come to this school you learn a lot.	1	2	3	4
33.	Students here rarely express their own ideas.	1	2	3	4
34.	You can find out how to prepare for jobs or college in this school.	1	2	3	4
35.	There are too many fights between groups in this school.	1	2	3	4
36.	People seek each others' ideas about solving school problems.	1	2	3	4
37.	The students in this school are too noisy.	1	2	3	4
38.	The same students always end up together in the same classes.	1	2	3	4
39.	Students are usually asked about decisions before they are made.	1	2	3	4
40.	People in this school only look out for themselves.	1	2	3	4
41.	Most teachers are willing to have you come to them for extra help.	1	2	3	4
42.	Activities like clubs and dances in this school are usually lively and interesting.	1	2	3	4
43.	Some people in this school are favored more than others.	1	2	3	4
44.	People here tend to label you by the group you're in.	1	2	3	4
45.	Students here care more about good marks than what they learn.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
46.	Students can be themselves in this school.	1	2	3	4
47.	This school helps students to set goals for themselves.	1	2	3	4
48.	This school doesn't demand enough from the students.	1	2	3	4
49.	The same old problems are never solved in this school.	1	2	3	4
50.	School rules are broken so often they're considered a joke.	1	2	3	4
51.	This school has something to offer to students with many different interests.	1	2	3	4
52.	Students help plan classroom activities.	1	2	3	4
53.	Students often find something nice to say about each other's school work.	1	2	3	4
54.	People here make you feel that you're wasting their time when you ask for help.	1	2	3	4
55.	Most students here would be upset if they came to school and found a lot of equipment destroyed.	1	2	3	4
56.	The students in this school can learn if they work hard.	1	2	3	4
57.	It's easy to belong to several groups in this school.	1	2	3	4
58.	This school does well in preparing students for a job.	1	2	3	4
59.	Students are encouraged to express their own feelings freely in classroom discussions.	1	2	3	4
60.	Most students feel that this school helps them meet their own goals.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
61.	Students in this school try to get the easy teachers and avoid the tough ones.	1	2	3	4
62.	Problems are usually discussed before action is taken.	1	2	3	4
63.	The school rules are fair and reasonable.	1	2	3	4
64.	Students here can choose harder or easier courses.	1	2	3	4
65.	Students have little say in planning school activities.	1	2	3	4
66.	Students feel they can get help from others here when they need it.	1	2	3	4
67.	Students seldom talk to the principal unless they're in trouble.	1	2	3	4
68.	Many students here would prefer to avoid school.	1	2	3	4
69.	Only the smarter students ever get the best teachers.	1	2	3	4
70.	This school teaches you how to deal with all kinds of people.	1	2	3	4
71.	Learning is enjoyable in this school.	1	2	3	4
72.	Most students feel they can learn what this school tries to teach them.	1	2	3	4
73.	No one in this school thinks the work is very important.	1	2	3	4
74.	When problems arise in this school, people quickly know about them.	1	2	3	4
75.	School rules and procedures apply to everyone equally.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
76.	Students can choose to belong to many clubs and activities in this school.	1	2	3	4
77.	Students are able to ask about decisions that are made.	1	2	3	4
78.	If I walked around school all day feeling bad about something, nobody would even notice.	1	2	3	4
79.	Most people here will take enough time to listen.	1	2	3	4
80.	Few students who are able to stay after school ever do.	1	2	3	4
81.	Students in this school are treated fairly.	1	2	3	4
82.	Certain groups of students in this school are looked down on.	1	2	3	4
83.	Creative work like art is respected here.	1	2	3	4
84.	Students often work against what this school is trying to do.	1	2	3	4
85.	Most students work hard in this school only before tests are given.	1	2	3	4
86.	Everyone understands the rules in this school.	1	2	3	4
87.	Student government has no power in this school.	1	2	3	4
88.	Students know their rights in this school.	1	2	3	4
89.	Students here have very few chances to make new friends.	1	2	3	4
90.	Most people here work to their best abilities.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
91.	This school does well in preparing students for college.	1	2	3	4
92.	Teachers in this school have to yell at students to get them to do what they want.	1	2	3	4
93.	The principal and assistant principals in this school act like the police toward students.	1	2	3	4
94.	Most teachers in this school are willing to talk with parents.	1	2	3	4
95.	Students and teachers in this school seem to argue with each other a lot.	1	2	3	4
96.	The principal and assistant principals here are willing to help students with their problems.	1	2	3	4
97.	My parents and teachers accept each other as people.	1	2	3	4
98.	Students and teachers bring out the worst in each other's abilities.	1	2	3	4
99.	Students here know what the principal and assistant principals expect of them.	1	2	3	4
100.	The teachers here let the parents know what they expect of students.	1	2	3	4
101.	Students and teachers in this school work well together.	1	2	3	4
102.	Few students go to the principal or assistant principals for help.	1	2	3	4
103.	Parents and teachers discuss what each should do to help the student when necessary.	1	2	3	4
104.	Students are allowed to help make decisions in this school.	1	2	3	4
105.	The principal and assistant principals are too easy on students who break the rules.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
106.	Most students and teachers in this school are friendly.	1	2	3	4
107.	Parents have a say about what teachers do in their classes.	1	2	3	4
108.	Teachers and parents only get together after the students' problems become serious.	1	2	3	4
109.	The principal and assistant principals here ask students for advice on school decisions.	1	2	3	4

110. I am: (Circle one number)

1. Female
2. Male

111. Circle the number of the one sentence below that shows how you feel about school.

1. I really like school a lot.
2. Mostly I like school, but there are some things about it I don't like so much.
3. School is O.K., I guess, but there are some things about it I don't like.
4. Mostly I don't like school, but there are some things about it I like.
5. I really don't like school much at all.

112. What were the highest grades your father and your mother finished in school? (Circle one number in each column.)

	Father	Mother
None, or some grade school	1	1
Completed grade school	2	2
Some high school, but did not graduate	3	3
Graduated from high school	4	4
Vocational or business school after high school	5	5
Some college, but less than 4 years	6	6
Graduated from a 4-year college	7	7
Attended graduate or professional school	8	8
I don't know	9	9

13. Please circle the one number that best describes the work done by your father (or male guardian) and by your mother (or female guradian) The exact job may not be listed but circle the one that comes closest If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

	Father (or male guardian)	Mother (or female guardian)
CLERICAL, such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	1
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	2
FARMER. FARM MANAGER	3	3
HOMEMAKER or HOUSEWIFE	4	4
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	5
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	6
MILITARY such as career officer, enlisted man or woman in the armed forces	7	7
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxi cab; bus, or truck driver; gas station attendant	8	8
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	9	9
PROPRIETOR or OWNER such as owner of a small business, contractor, restuarant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

114. Considering the courses you are taking this year, would you say you are: (Circle one number)

1. In the general program.
2. In the vocational program.
3. In the college-bound program.
4. In a business or secretarial program.
5. Don't know.

115. After you leave high school, what do you plan to do? (Circle one number)

1. Attend a regular four-year college or university.
2. Attend a two-year junior or community college.
3. Get additional special training (nursing school, technical school, business school, etc.)
4. Get a full-time job or enlist in the armed services.
5. Get a full-time job and go to school at night.
6. Undecided.

116. What kind of marks do you get in school? (Circle one number)

1. Mostly A's
2. Mostly B's
3. Mostly C's
4. Mostly D's
5. Mostly failures

117. What best describes your background? (Circle one number)

1. Black
2. White
3. Spanish (e.g., Puerto Rican, Cuban, etc.)
4. Asian (e.g., Chinese, Japanese, etc.)
5. Other

118. Is it possible for you to stay after school for school activities, such as clubs or sports? (Circle one number)

1. Most of the time
2. Half of the time
3. Seldom
4. Never

1977 SCHOOL QUESTIONNAIRE FOR TEACHERS

DIRECTIONS

The purpose of this booklet is to find out what your school is like. This is not a "test." You are asked to give your honest, frank opinions about your school. We do not ask for your name, and your school will not be identified in this study of schools in Massachusetts.

For each statement go through the following steps:

1. Think about how well the statement describes your school.

2. Circle one number for each statement according to the following instructions:

   Circle 1 If you strongly disagree with the statement.

   Circle 2 If you disagree with the statement.

   Circle 3 If you agree with the statement.

   Circle 4 If you strongly agree with the statement.

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	Strongly disagree	Disagree	Agree	Strongly agree
1. The staff in this school have the highest respect for each other.	1	2	3	4
2. Administrators pay little attention to what teachers say here.	1	2	3	4
3. Teachers here are enthusiastic about their teaching.	1	2	3	4
4. Teachers in this school who do an outstanding job are given recognition.	1	2	3	4
5. The staff in this school is divided into small groups that don't talk to each other.	1	2	3	4
6. Teachers in this school value their professional development.	1	2	3	4
7. Teachers here are encouraged to design their own courses.	1	2	3	4
8. Teachers in this school are confused about what is expected of them.	1	2	3	4
9. Teachers in this school have reasonable numbers of students in their classes.	1	2	3	4
10. Teachers here are able to talk openly about school problems.	1	2	3	4
11. Teachers have to be told to come to school on time.	1	2	3	4
12. Teachers don't have much choice about which classes they teach.	1	2	3	4
13. Teachers help to make the rules in this school.	1	2	3	4
14. The staff and parents back each other up in disciplining students.	1	2	3	4
15. Teachers here have adequate time to give students extra help.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
16.	Many teachers in this school use the same lessons year after year.	1	2	3	4
17.	All teachers feel free to speak in faculty meetings.	1	2	3	4
18.	It's easy for school staff to belong to several groups in this school.	1	2	3	4
19.	Teachers value learning about inter-personal skills in this school.	1	2	3	4
20.	Teachers are afraid to express their ideas.	1	2	3	4
21.	Most students know what they are expected to learn in their classes.	1	2	3	4
22.	Many teachers here work hard to individualize instruction.	1	2	3	4
23.	In this school, nothing is ever done about problems.	1	2	3	4
24.	Everyone understands the rules in this school.	1	2	3	4
25.	What teachers do in their classes is very different on different days.	1	2	3	4
26.	Teachers need permission to do everything at this school.	1	2	3	4
27.	Teachers here rarely share ideas and materials.	1	2	3	4
28.	It is easy to find people to talk to in this school.	1	2	3	4
29.	Many teachers use their non-teaching time to confer with parents, assist students, or prepare materials.	1	2	3	4
30.	People in this school are labeled.	1		3	4

		Strongly disagree	Disagree	Agree	Strongly agree
31.	Staff from different departments talk frequently about school matters.	1	2	3	4
32.	Teachers in this school have high standards of learning.	1	2	3	4
33.	Teachers here are respected for being original.	1	2	3	4
34.	The goals of this school are realistic for the types of students in this school.	1	2	3	4
35.	This school doesn't demand enough of the students.	1	2	3	4
36.	People seek each others ideas about solving school problems.	1	2	3	4
37.	Teachers know what will happen when they break a rule.	1	2	3	4
38.	Teachers can choose to be involved in many activities in this school.	1	2	3	4
39.	Teachers have little say in making school decisions.	1	2	3	4
40.	People here help each other.	1	2	3	4
41.	Other school staff are happy to have you come to them for help.	1	2	3	4
42.	Many teachers feel the need for taking days off in order to get through the year.	1	2	3	4
43.	You get anead here by working hard.	1	2	3	4
44.	If you're not in a group in this school, you're pretty much on your own.	1	2		
45.	In this school, marks are more important than learning.	1			

		Strongly disagree	Disagree	Agree	Strongly agree
46.	Teachers in this school use a variety of teaching methods.	1	2	3	4
47.	You know what you have to do to get ahead here.	1	2	3	4
48.	If given the chance, teachers in this school pick the easy students and avoid the tough ones.	1	2	3	4
49.	Different solutions to problems are usually considered before action is taken.	1	2	3	4
50.	The school rules are fair and reasonable.	1	2	3	4
51.	Teachers here can choose to teach brighter or slower students, if they wish.	1	2	3	4
52.	Teachers are consulted before decisions are made that affect them.	1	2	3	4
53.	In this school, you get ahead at other people's expense.	1	2	3	4
54.	The teachers and administrators here rarely talk together.	1	2	3	4
55.	The staff works hard to make school activities lively and interesting.	1	2	3	4
56.	Teachers in some departments get too many special privileges.	1	2	3	4
57.	Staff from different departments often plan courses or programs together.	1	2	3	4
58.	Teachers here give students high marks to make themselves look good.	1	2	3	4
59.	Teachers can be themselves in this school.	1	2	3	4
60.	The goals of this school are clearly understood by most teachers.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
61.	Teachers in this school experiment with different teaching techniques.	1	2	3	4
62.	The same old problems are never solved in this school.	1	2	3	4
63.	School rules and procedures apply to everyone equally.	1	2	3	4
64.	Few teachers get to teach the classes they request.	1	2	3	4
65.	Teachers help plan school activities.	1	2	3	4
66.	The staff in this school know each other by their first names.	1	2	3	4
67.	People here make you feel that you're wasting their time when you ask for help.	1	2	3	4
68.	Most of the staff attend student functions and activities.	1	2	3	4
69.	Certain teachers here get the best students all the time.	1	2	3	4
70.	People here tend to label you by the group they connect you with.	1	2	3	4
71.	This school provides opportunities for professional improvement and promotion.	1	2	3	4
72.	Teaching is fun in this school.	1	2	3	4
73.	Most teachers feel they can reach the goals this school has for them.	1	2	3	4
74.	Decisions are left vague -- as to what they are, and who will carry them out.	1	2	3	4
75.	School rules are often broken.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
76.	This school has something to offer to teachers with many different interests.	1	2	3	4
77.	Teachers have no power in this school.	1	2	3	4
78.	Many of the staff see each other frequently outside of school.	1	2	3	4
79.	You can get good advice in this school when you need it.	1	2	3	4
80.	Teaching was not a first career choice for many of the faculty here.	1	2	3	4
81.	Non-teaching duties are equally distributed among the staff.	1	2	3	4
82.	At staff meetings, the same groups of teachers always dominate the discussions.	1	2	3	4
83.	Most teachers in this school think that in-service courses are a waste of time.	1	2	3	4
84.	Creative work by teachers is respected here.	1	2	3	4
85.	This school helps students find out how to prepare for jobs or college.	1	2	3	4
86.	The way teachers are evaluated in this school allows for a diversity of teaching styles.	1	2	3	4
87.	Teachers in this school can work out problems themselves without going to the administration.	1	2	3	4
88.	The faculty meetings here are poorly attended.	1	2	3	4
89.	Teachers help plan school goals.	1	2	3	4
90.	Teachers have very few opportunities to make new friends.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
91. Administrators here place high expections on teachers.	1	2	3	4
92. Most students and teachers in this school are friendly toward each other.	1	2	3	4
93. Most teachers in this school are happy to talk with parents about their children's progress in school.	1	2	3	4
94. There are bad feelings in this school between teachers and administrators.	1	2	3	4
95. Students and teachers work together to reach school goals.	1	2	3	4
96. The parents and teachers accept each other as people.	1	2	3	4
97. The administrators in this school do all they can to help teachers.	1	2	3	4
98. Students and teachers bring out the worst in each other's abilities.	1	2	3	4
99. Parents and teachers discuss what each should do to help the students.	1	2	3	4
100. Teachers here know what administrators expect of them.	1	2	3	4
101. Students and teachers in this school seem to argue with each other constantly.	1	2	3	4
102. The teachers here tell parents what they expect of students.	1	2	3	4
103. Administrators and teachers in this school bring out the best of each other's abilities.	1	2	3	4
104. Students are allowed to help make decisions in this school.	1	2	3	4
105. Teachers and parents only get together after the students' problems become serious.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
106.	In staff meetings, the same problems keep coming up over and over again.	1	2	3	4
107.	Teachers and administrators share in making school decisions.	1	2	3	4
108.	Teachers in this school have to yell at students to get them to do what they want.	1	2	3	4
109.	Parents have a say about what teachers do in their classrooms.	1	2	3	4
110.	The students here have a lot of school spirit.	1	2	3	4
111.	Students seldom talk to the principal unless they're in trouble.	1	2	3	4
112.	Most students here would be upset if they came to school and found a lot of equipment destroyed.	1	2	3	4
113.	Students in this school are treated fairly.	1	2	3	4
114.	In many classes, a small group of students disrupt learning.	1	2	3	4
115.	This school does well in preparing students for a job.	1	2	3	4
116.	People in this school are afraid to speak out.	1	2	3	4
117.	Most students know what they're expected to learn in their classes.	1	2	3	4
118.	Students here do as lettle as they have to.	1	2	3	4
119.	The students in this school are too noisy.	1	2	3	4
120.	This school has something to offer to students with many different interests.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
121.	Students help make the rules in this school.	1	2	3	4
122.	Students in this school know most of the members of their daily classes by their first names.	1	2	3	4
123.	Most teachers in this school will see a student who needs help.	1	2	3	4
124.	Few students who are able to stay after school ever do.	1	2	3	4
125.	Certain groups of students in this school are looked down on.	1	2	3	4
126.	This school does well in preparing students for college.	1	2	3	4
127.	There are too many fights between groups in this school.	1	2	3	4
128.	Creative work like art is respected here.	1	2	3	4
129.	Students often work against what this school is trying to do.	1	2	3	4
130.	Most people here work to their best abilities.	1	2	3	4
131.	People here usually avoid admitting that problems exist.	1	2	3	4
132.	School rules are broken so often they're considered a joke.	1	2	3	4
133.	Students here talk openly about school problems.	1	2	3	4
134.	Students don't have much choice about which courses they can take.	1	2	3	4
135.	Student government has no power in this school.	1	2	3	4

136. My major role in this school this year is as: (check one)

_____ 1. Full-time classroom teacher

_____ 2. Part-time classroom teacher

_____ 3. Teacher Aid

_____ 4. Other (Please specify)

_____

_____

1977 SCHOOL QUESTIONNAIRE FOR ADMINISTRATORS

DIRECTIONS

The purpose of this booklet is to find out what your school is like. This is not a "test." You are asked to give your honest, frank opinions about your school. We do not ask for your name, and your school will not be identified in this study of schools in Massachusetts.

For each statement go through the following steps:

1. Think about how well the statement describes your school.
2. Circle one number for each statement according to the following instructions:

   Circle 1 If you strongly disagree with the statement.

   Circle 2 If you disagree with the statement.

   Circle 3 If you agree with the statement.

   Circle 4 If you strongly agree with the statement.

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	Strongly disagree	Disagree	Agree	Strongly agree
1. The staff in this school have the highest respect for each other.	1	2	3	4
2. Teachers here have adequate time to give students extra help.	1	2	3	4
3. Many teachers in this school use the same lessons year after year.	1	2	3	4
4. Non-teaching duties are equally distributed among the staff.	1	2	3	4
5. The staff in this school is divided into small groups that don't talk to each other.	1	2	3	4
6. This school provides opportunities for professional improvement and promotion.	1	2	3	4
7. Teachers here are encouraged to design their own courses.	1	2	3	4
8. Teachers in this school are confused about what is expected of them.	1	2	3	4
9. If given the chance, teachers in this school pick the easy students and avoid the tough ones.	1	2	3	4
10. Teachers in this school can work out problems themselves without going to the administration.	1	2	3	4
11. Teachers here can choose to teach brighter or slower students if they wish.	1	2	3	4
12. Teachers have to be told to come to school on time.	1	2	3	4
13. Teachers are consulted before decisions are made that affect them.	1	2	3	4
14. The staff in this school know each other by their first names.	1	2	3	4
15. The teachers and administrators here rarely talk together.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
16.	The staff works hard to make school activities lively and interesting.	1	2	3	4
17.	Teachers in some departments get too many special privileges.	1	2	3	4
18.	Staff from different departments talk frequently about school matters.	1	2	3	4
19.	Most teachers in this school think that in-service courses are a waste of time.	1	2	3	4
20.	Teachers are afraid to express their ideas.	1	2	3	4
21.	The goals of this school are clearly understood by most teachers.	1	2	3	4
22.	Administrators here place high expectations on teachers.	1	2	3	4
23.	The same old problems are never solved in this school.	1	2	3	4
24.	This school has something to offer to teachers with many different interests.	1	2	3	4
25.	The faculty meetings here are poorly attended.	1	2	3	4
26.	Teachers have little say in making school decisions.	1	2	3	4
27.	Students in this school know most of the members of their daily classes by their first names.	1	2	3	4
28.	Most teachers in this school will see a student who needs help.	1	2	3	4
29.	Activities like clubs and dances in this school are usually lively and interesting.	1	2	3	4
30.	Certain groups of students in this school are looked down on.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
31.	In many classes, a small group of students disrupt learning.	1	2	3	4
32.	This school does well in preparing students for a job.	1	2	3	4
33.	People in this school are afraid to speak out.	1	2	3	4
34.	Most students know what they're expected to learn in their classes.	1	2	3	4
35.	Students here do as little as they have to.	1	2	3	4
36.	Students here talk openly about school problems.	1	2	3	4
37.	School rules are broken so often they're considered a joke.	1	2	3	4
38.	This school has something to offer to students with many different interests.	1	2	3	4
39.	Students help make the rules in this school.	1	2	3	4
40.	The students here have a lot of school spirit.	1	2	3	4
41.	Students seldom talk to the principal unless they're in trouble.	1	2	3	4
42.	Few students who are able to stay after school ever do.	1	2	3	4
43.	Students in this school are treated fairly.	1	2	3	4
44.	There are too many fights between groups in this school.	1	2	3	4
45.	This school does well in preparing students for college.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
46.	Creative work like art is respected here.	1	2	3	4
47.	Students often work against what this school is trying to do.	1	2	3	4
48.	Most people here work to their best abilities.	1	2	3	4
49.	People here usually avoid admitting that problems exist.	1	2	3	4
50.	The students in this school are too noisy.	1	2	3	4
51.	Students don't have much choice about which courses they can take.	1	2	3	4
52.	Student government has no power in this school.	1	2	3	4
53.	The administrators here are willing to help students with their problems.	1	2	3	4
54.	Administrators and parents accept each other as people.	1	2	3	4
55.	There are bad feelings in this school between teachers and administrators.	1	2	3	4
56.	Administrators in this school act like the police toward students.	1	2	3	4
57.	Parents and administrators work together to reach school goals.	1	2	3	4
58.	The administrators in this school do all they can to help teachers.	1	2	3	4
59.	Students here know what administrators expect of them.	1	2	3	4
60.	Parents and administrators get together only when a student is in trouble.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly agree
61.	Teachers here know what administrators expect of them.	1	2	3	4
62.	Few students go to administrators for help.	1	2	3	4
63.	The administrators in this school do what few parents want.	1	2	3	4
64.	Administrators and teachers in this school bring out the best of each others abilities.	1	2	3	4
65.	Administrators in this school are too easy on students who break the rules.	1	2	3	4
66.	Administrators here involve parents in making school decisions.	1	2	3	4
67.	In staff meetings, the same problems keep coming up over and over again.	1	2	3	4
68.	The administrators here ask students for advice on school decisions.	1	2	3	4
69.	Most parents are supportive of the administration of this school.	1	2	3	4
70.	Teachers and administrators share in making school decisions.	1	2	3	4

71. My major role in this school this year is as: (check one)

_____ 1. Principal (Headmaster) or Assistant Principal

_____ 2. Department Head

_____ 3. Housemaster

_____ 4. Guidance Specialist (counselor, psychologist, psychometrist, social worker, etc.)

_____ 5. Other (Please specify)

_____

1977 SCHOOL QUESTIONNAIRE FOR SUPPORT STAFF

DIRECTIONS

The purpose of this booklet is to find out what your school is like. This is not a "test." You are asked to give your honest, frank opinions about your school. We do not ask for your name, and your school will not be identified in this study of schools in Massachusetts.

For each statement go through the following steps:

1. Think about how well the statement describes your school.
2. Circle one number for each statement according to the following instructions:

   Circle 1 If you strongly disagree with the statement.

   Circle 2 If you disagree with the statement.

   Circle 3 If you agree with the statement.

   Circle 4 If you strongly agree with the statement.

Prepared for the

MASSACHUSETTS STATE DEPARTMENT OF EDUCATION
BUREAU OF ASSESSMENT AND RESEARCH

		Strongly disagree	Disagree	Agree	Strongly agree
1.	Students in this school know most of the members of their daily classes by their first names.	1	2	3	4
2.	Most teachers in this school will see a student who needs help.	1	2	3	4
3.	Most students here would be upset if they came to school and found a lot of equipment destroyed.	1	2	3	4
4.	Certain groups of students in this school are looked down on.	1	2	3	4
5.	In many classes, a small group of students disrupt learning.	1	2	3	4
6.	This school does well in preparing students for a job.	1	2	3	4
7.	People in this school are afraid to speak out.	1	2	3	4
8.	Most students know what they're expected to learn in their classes.	1	2	3	4
9.	Most people here work to their best abilities.	1	2	3	4
10.	People here usually avoid admitting that problems exist.	1	2	3	4
11.	School rules are broken so often they're considered a joke.	1	2	3	4
12.	This school has something to offer to students with many different interests.	1	2	3	4
13.	Students help make the rules in this school.	1	2	3	4
14.	The students here have a lot of school spirit.	1	2	3	4
15.	Students seldom talk to the principal unless they're in trouble.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
16.	Few students who are able to stay after school ever do.	1	2	3	4
17.	Students in this school are treated fairly.	1	2	3	4
18.	There are too many fights between groups in this school.	1	2	3	4
19.	This school does well in preparing students for college.	1	2	3	4
20.	Creative work like art is respected here.	1	2	3	4
21.	Students often work against what this school is trying to do.	1	2	3	4
22.	Students here do as little as they have to.	1	2	3	4
23.	Students here talk openly about school problems.	1	2	3	4
24.	The students in this school are too noisy.	1	2	3	4
25.	Students don't have much choice about which courses they can take.	1	2	3	4
26.	Student government has no power in this school.	1	2	3	4
27.	Most students and teachers in this school are friendly toward each other.	1	2	3	4
28.	The administrators in this school do all they can to help teachers.	1	2	3	4
29.	Administrators in this school act like the police toward students.	1	2	3	4
30.	Students and teachers in this school seem to argue with each other constantly.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
31.	Teachers here know what administrators expect of them.	1	2	3	4
32.	The administrators here are willing to help students with their problems.	1	2	3	4
33.	Students and teachers bring out the worst in each other's abilities.	1	2	3	4
34.	There are bad feelings in this school between teachers and administrators.	1	2	3	4
35.	Students here know what administrators expect of them.	1	2	3	4
36.	Students and teachers work together to reach school goals.	1	2	3	4
37.	Administrators and teachers in this school bring out the best of each other's abilities.	1	2	3	4
38.	Few students go to administrators for help.	1	2	3	4
39.	Teachers in this school have to yell at students to get them to do what they want.	1	2	3	4
40.	In staff meetings, the same problems keep coming up over and over again.	1	2	3	4
41.	The administrators here ask students for advice on school decisions.	1	2	3	4
42.	Students are allowed to help make decisions in this school.	1	2	3	4
43.	Teachers and administrators share in making school decisions.	1	2	3	4
44.	Administrators in this school are too easy on students who break the rules.	1	2	3	4

45. My job in this school this year is as: (check one)

_____ 1. Janitor

_____ 2. Secretary

_____ 3. Cafeteria worker

_____ 4. Librarian

_____ 5. Nurse

_____ 6. Other (Please specify)

_____

APPENDIX C: DATA ANALYSES

A master card deck was key-punched from the questionnaires. Questions not marked or multipally marked were left blank. The questionnaires were coded for kind of community, school, role of respondent, and assigned an individual identification number. Eight percent of the respondents' punched data was independently verified, showing an error rate of less than one in one-thousand entries.*

The master card deck was separated for each role, and the number of cards were checked for each respondent. The cards for respondents with ten percent or more missing data on the school climate items were removed from the deck. Item means were calculated by role and substituted for the less-than-ten-percent blank responses remaining. The values of negatively stated items (e.g., "People in this school only look out for themselves") were reversed for scoring.

With all the items converted to positive values, variable, domain, and interaction scores were calculated. For example, each variable was made up of seven items which had a four-point response scale (e.g., "strongly disagree," "disagree," "agree," and "strongly agree"). For each variable, the range of ratings was 7 to 28, with a mid-point rating of 17.5. Domain ratings were calculated by adding the ratings of the variables assigned to them. Since the response "strongly agree" was assigned a value of 4 for

*If more than one in a thousand errors were found in the eight percent, additional incremental verification was planned, but not found necessary.

items all converted to positive statements, the higher the value of the ratings, the more positively that aspect of school climate was rated.

Item frequencies, item correlations, and item-variable-domain-correlations were calculated. Also calculated were school means for the domains, variables and interactions, separately for each role. The school means for each role were then merged to form a school deck used for the analyses described in this report.

APPENDIX D: TECHNICAL CHARACTERISTICS OF THE QUESTIONNAIRES

In this appendix, the technical qualities of the items, variables, and domains are reported and discussed. One of the reasons that the analyses reported here were carried out was to determine whether the items require revision. Such a conclusion and decision must be weighed against the value of the norms of the instrument that were estimated during the study. If the items were changed, then the instrument would have to be re-normed. If not, then the results of the present norming can serve as the baseline for additional, future climate assessments in the Commonwealth: an individual school staff may compare its school climate to the norms presented elsewhere in the report (see Table 9, p. 104); or the Commonwealth may at some future time repeat the climate assessment in a random sample of schools and contrast the scores with those obtained in 1977 to note any significant changes that may have occurred with the passage of time.

The results of the analyses reported in this appendix show that the questionnaires are techniquely acceptable for measuring school climate and that the very minor improvements that might be made in a few items would not be worth the cost of repeating the normative sampling and analysis.

Item Characteristics

The specific characteristics of each item on the student questionnaire are given in Table 5, p. 85. Here the quantitative indexes are defined

and discussed. The item characteristics for the teacher, administration, and support staff questionnaires are not shown in this report.*

It will be recalled that a four-point scale from one, corresponding to Strongly Disagree, to four, corresponding to Strongly Agree, was employed on the questionnaire. The first index reported for each item is the mean which is the total number of points allocated by all the students to the items divided by the number of students (1959) who took the questionnaire. If the mean were exactly in the center of the scale, it would be 2.50. The purpose of the questionnaire is to measure or discriminate between various points on the continua, and maximum discrimination or efficiency tends to be produced by items that have means near the midpoint 2.5, or say between 1.50 and 3.50. Actually, all the items fall within this range; and only 11 of the 91 items fall outside the range of 1.99 and 3.00, and none of these by more than .25 of a point.

The next index is the item variance or square of its standard deviation. This shows the extent to which students vary in their response to the item. For purposes of measurement, it is desirable that the variance is large; large variance means the item discriminates well between students or schools. This is a more important criterion for the item than having a mean centered near the midpoint. A good item, by this criterion, has a variance of .25 or greater; an excellent one, .50 or greater. All the items are .25 or greater in variance, and 11 are below .50.

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* Because of the smaller sample size, results from the teacher, administrator and support staff questionnaire are limited to those shown in Figure 10 and Tables 2, 6, and 9.

Many of the items with less than excellent variance have off-centered means. Two examples are items 1 and 41: "Students in this school know most of the members of their daily classes by their first names" and "Most teachers are willing to have you come to them for extra help." The means might be more closely centered (in both these cases and all the others that are off-center) by changing the quantifying modifiers; instead of "most of the members" in item 1, "all of the members" would produce slightly more disagreement and increase the item variance.

Although such changes could be made without great difficulty in subsequent revisions of the questionnaire, they are not recommended. Changing the item means and variances would change the norms of the instrument and prevent accurate comparisons with the survey results of 1977. The very slight improvements in item reliabilities would not be worth compromising the normative base from the random sample of schools in Massachusetts.

The last indices given are the correlations of the item with variable scores, and the correlations of the item with the domain scores. These should be positive to indicate that the item is measuring what the other items on the variable and domain are measuring. Allowing for auto-correlation: that the item is being correlated with the sum of seven items per variable of which it is one, correlations of +.250 or greater are good; and those .500 are excellent. All the item/variable correlations meet the first criterion and only 14 of the 91 fail to meet the second. It may be noted also that those having less than excellent correlations generally have lower variances and off-centered means; but the very small technical improvements that might be made by revising the items are not worth the cost of re-norming the climate questionnaire.

TABLE 5: Domain, Variable, and Item Statistics for the 1977 Student School Climate Questionnaire

SCHOOL CLIMATE DOMAIN ONE -- RELATIONSHIPS

Relationships involve feelings and opinions about how students, teachers, administrators and parents get along with and support one another. Relationships include the following variables and questionnaire items:

A. COMMUNITY: Perceptions of the level of friendship and mutual support school members feel toward each other.

MEAN	VARIANCE	ITEM/ VARIABLE*	ITEM/ DOMAIN**		
3.24	.43	.44	.24	1.	Students in this school know most of the members of their daily classes by their first names.
2.41	.74	.53	.42	5.	Students would rather be in this school than in any other school.
2.61	.90	.63	.51	27.	The students here have a lot of school spirit.
2.51	.65	.59	.48	40.	People in this school only look out for themselves.
2.38	.57	.52	.45	53.	Students often find something nice to say about each other's accomplishments.
2.74	.47	.58	.51	66.	Students feel they can get help from others here when they need it.
2.79	.76	.60	.46	78.	If I walked around school all day feeling bad about something, nobody would even notice.

*Correlation of item with variable.
**Correlation of item with domain.

D. EQUAL TREATMENT: Perceptions of the uniformity of school members' opportunities and treatment in the school.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.74	.45	.56	.46	17.	Students get an equa' chance to speak in their classes.
2.69	.73	.60	.46	30.	Students here get the marks they earn.
1.73	.54	.54	.42	43.	Some people in this school are favored more than others.
3.24	.38	.39	.30	56.	The students in this school can learn if they work hard.
2.93	.68	.53	.40	69.	Only the smarter students ever get the best teachers.
2.47	.61	.67	.58	81.	Students in this school are treated fairly.
2.00	.70	.45	.31	82.	Certain groups of students in this school are looked down on.

E. GROUPINGS: Perceptions of the extent to which group membership is a positive or negative experience in the school.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.47	.81	.52	.14	4.	You feel left out if you're not part of a group in this school.
2.69	.81	.64	.40	14.	You need to be in a group to be liked in this school.
2.29	.60	.39	.26	18.	In many classes, a small group of students disrupt learning.
2.74	.50	.45	.18	31.	Once you get into a social group, it's hard to get out.
3.01	.69	.52	.38	35.	There are too many fights between groups in this school.
1.90	.68	.59	.42	44.	People here tend to label you by the group you're in.
2.55	.38	.54	.40	57.	It's easy to belong to several groups in this school.

B. ACCESSIBILITY AND RECEPTIVITY: Perceptions of the availability and openness of school members to conversation and assistance about concerns.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.43	.53	.47	.37	2.	People pay little attention to what students say around here.
3.05	.55	.61	.42	15.	Most teachers in this school will see a student who needs help.
2.56	.70	.64	.53	28.	You can get good adivce in this school when you need it.
3.19	.46	.59	.45	41.	Most teachers are willing to have you come to them for extra help.
2.80	.66	.64	.53	54.	People here make you feel that you're wasting time when you ask for help.
1.96	.81	.49	.46	67.	Students seldom talk to the principal unless they're in trouble.
2.66	.56	.63	.56	79.	Most people here will take enough time to listen.

C. INVOLVEMENT: Perceptions of the extent of school member's interest and participation in learning, social, and other school activities.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.29	.67	.56	.43	3.	On most days I look forward to my classes.
2.36	.54	.59	.48	16.	Most students in my classes do a lot of day dreaming.
2.19	.52	.42	.25	29.	Many students don't even try to take part in class discussions.
2.45	.88	.57	.52	42.	Activities like clubs and dances in this school are usually lively and interesting.
2.76	.88	.59	.44	55.	Most students here would be upset if they came to school and found a lot of equipment destroyed.
2.07	.68	.61	.47	68.	Many students here would prefer to avoid school.
2.29	.62	.50	.36	80.	Few students who are able to stay after school ever do.

SCHOOL CLIMATE DOMAIN TWO -- PERSONAL DEVELOPMENT

Personal development involves feelings and opinions about the directions and conditions of learning in the school. Personal development includes the following variables and questionnaire items:

A. LEARNING ORIENTATION: Perceptions of the extent to which learning and acquiring academic, vocational, and interpersonal skills are emphasized in the school.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.18	.81	.51	.39	11.	Learning is more important than marks in this school.
2.74	.72	.70	.60	19.	Students here learn many things that will be useful to them after they leave high school.
2.58	.50	.65	.63	32.	When you come to this school you learn a lo
1.88	.63	.41	.32	45.	Students here care more about good marks than what they learn.
2.56	.65	.70	.61	58.	This school does well in preparing students for a job.
2.51	.71	.55	.45	70.	This school teaches you how to deal with all kinds of people.
2.76	.58	.63	.58	91.	This school does well in preparing students for college.

B. EXPRESSIVENESS: Perceptions of the extent of originality, and open expression of ideas and feelings among school members.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.58	.60	.62	.46	7.	Students are encouraged to discuss their own ideas freely in classes.
2.77	.69	.55	.37	20.	People in this school are afraid to speak o
2.63	.54	.53	.41	33.	Students here rarely express their own idea
2.59	.62	.56	.44	46.	Students can be themselves in this school.
2.71	.57	.64	.52	59.	Students are encouraged to express their own feelings freely in classroom discussion
2.31	.66	.60	.60	71.	Learning is enjoyable in this school.
2.77	.57	.50	.40	83.	Creative work like art is respected here.

C. GOAL DIRECTION: Perceptions of the extent to which school members understand and accept what they are expected to accomplish, and provides a framework for focusing their efforts.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.52	.66	.56	.45	8.	No one really knows the goals of this school.
2.77	.39	.49	.38	21.	Most students know what they're expected to learn in their classes.
2.98	.55	.66	.56	34.	You can find out how to prepare for jobs or college in this school.
2.65	.50	.74	.66	47.	This school helps students to set goals for themselves.
2.46	.56	.70	.65	60.	Most students feel that this school helps them meet their own goals.
2.75	.37	.55	.47	72.	Most students feel they can learn what this school tries to teach them.
2.60	.52	.44	.40	84.	Students often work against what this school is trying to do.

D. CHALLENGE: Perceptions of the level of difficulty of school members' goals and tasks, and the pace of effort required.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
3.09	.42	.36	.14	9.	Most students find their classes too easy.
2.40	.67	.67	.49	22.	Students here do as little as they have to.
2.86	.62	.46	.18	48.	This school doesn't demand enough from the students.
1.99	.60	.58	.36	61.	Students in this school try to get the easy teachers and avoid the tough ones.
2.81	.61	.57	.52	73.	No one in this school thinks the work is very important.
2.35	.60	.53	.35	85.	Most students work hard in this school only before tests are given.
2.30	.59	.56	.49	90.	Most people here work to their best abilities.

SCHOOL CLIMATE DOMAIN THREE -- ORGANIZATION

Organization involves feelings and opinions about the way the school operates. Organization involves the following variables and questionnaire items:

A. DEALING WITH PROBLEMS: Perceptions of the extent of identifying, analyzing, and resolving school problems when they arise.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.67	.56	.51	.31	6.	People here usually avoid admitting that problems exist.
2.69	.65	.52	.33	10.	Students here talk openly about school problems.
2.83	.66	.59	.57	24.	In this school, nothing is ever done about problems.
2.52	.54	.54	.41	36.	People seek each others' ideas about solving school problems.
2.30	.62	.56	.52	49.	The same old problems are never solved in this school.
2.44	.55	.56	.52	62.	Problems are usually discussed before action is taken.
3.04	.60	.37	.23	74.	When problems arise in this school, people quickly know about them.

B. ORDER: Perceptions of the extent to which school rules reflect established legal procedures, and are accepted by school members to maintain favorable learning conditions.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.90	.59	.51	.31	23.	Students know exactly what will happen when they break a rule.
2.73	.55	.27	.12	37.	The students in this school are too noi
2.42	.88	.53	.31	50.	School rules are broken so often they'r considered a joke.
2.45	.75	.58	.59	63.	The school rules are fair and reasonabl
2.56	.88	.68	.58	75.	School rules and procedures apply to everyone equally.
2.63	.58	.65	.45	86.	Everyone understands the rules in this school.
2.66	.53	.64	.54	88.	Students know their rights in this scho

C. OPTIONS: Perceptions of the extent of choices available to school members regarding goals, courses, levels of challenge, and social opportunities, for example.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
3.05	.77	.63	.44	12.	Students don't have much choice about which courses they can take.
2.76	.80	.65	.51	25.	Students here can be trained to qualify for many different kinds of jobs.
2.62	.65	.37	.23	38.	The same students always end up together in the same classes.
2.73	.62	.69	.56	51.	This school has something to offer to students with many different interests.
3.03	.48	.5[illegible]	.49	76.	Students can choose to belong to many clubs and activities in this school.
3.09	.46	.48	.31	86.	Students here can choose harder or easier courses.
3.05	.62	.50	.38	89.	Students here have very few chances to make new friends.

D. INFLUENCE DISTRIBUTION: Perceptions of the extent to which school members contribute to decisions regarding rules, procedures, and options, for example.

MEAN	VARIANCE	ITEM/ VARIABLE	ITEM/ DOMAIN		
2.07	.72	.62	.48	13.	Students help make the rules in this school.
1.94	.78	.48	.29	26.	Students need permission to do almost anything in this school.
2.1[illegible]	.62	.52	.39	39.	Students are usually asked about decisions before they are made.
2.23	.62	.59	.49	52.	Students help plan class activities.
2.64	.73	.60	.52	65.	Students have little say in planning school activities.
2.61	.50	.62	.55	77.	Students are able to ask about decisions that are made.
2.62	.74	.63	.56	87.	Student government has no power in this school.

FIGURE 11: School Climate Interactions

Interactions involve feelings and opinions about the nature of involvement of school members. Three types of interactions and questionnaire items of the student questionnaire are shown below:

A. STUDENT/TEACHER INTERACTIONS

92. Teachers in this school have to yell at students to get them to do what they want.
95. Students and teachers in this school seem to argue with each other a lot.
98. Students and teachers bring out the worst in each other's abilities.
101. Students and teachers in this school work well together.
104. Students are allowed to help make decisions in this school.
106. Most students and teachers in this school are friendly.

B. STUDENT/ADMINISTRATOR INTERACTIONS

93. The principal and assistant principals in this school act like the police toward students.
96. The principal and assistant principals here are willing to help students with their problems.
99. Students here know what the principal and assistant principals expect of them.
102. Few students go to the principal or assistant principals for help.
105. The principal and assistant principals are too easy on students who break rules.
109. The principal and assistant principals here ask students for advice on school decisions.

C. TEACHER/PARENT INTERACTIONS

94. Most teachers in this school are willing to talk with parents.
97. My parents and teachers accept each other as people.
100. The teachers here let parents know what they expect of students.
103. Parents and teachers discuss what each should do to help the student when necessary.
107. Parents have a say about what teachers do in their classes.
108. Teachers and parents only get together after the students' problems become serious.

Internal Consistency Reliabilities

Table 6 shows the Cronbach alpha internal consistency reliabilities for individual students and teachers. This index is calculated by the formula:

$$\text{alpha} = \left(\frac{N}{N - 1} \right) \left(1 - \frac{EV_i}{V_t} \right)$$

where N is the number of items, EV_i is the sum of the individual item variances, and V_t is the variance of the total variable score. The same formula is applied to the domain scores as totals and variables in the domain as items. The internal consistency reliabilities for domain scores range between .84 and .86 for students and between .92 and .94 for teachers. These reliabilities are quite high and indicate that individuals and schools may be reliably contrasted on domains.

The variable scores range from .56 to .69 for students .63 to .89 for teachers. These reliabilities are reasonably high, considering that there are seven items per scale. Calculating school means by averaging the scores of students within schools, as is done in the body of this report, produces indexes that are sufficiently reliable to compare schools.

TABLE 6

Internal Consistency Reliabilities
for Students and Teachers

VARIABLE	STUDENT	TEACHER
Community	.63	.74
Accessibility and Receptivity	.67	.75
Involvement	.62	.70
Equal Treatment	.58	.79
Groupings	.60	.77
Learning Orientation	.69	.77
Expressiveness	.66	.81
Goal Direction	.69	.76
Challenge	.59	.63
Dealing with Problems	.56	.79
Order	.62	.64
Options	.63	.70
Influence Distribution	.67	.89
DOMAINS:		
Relationships	.86	.93
Personal Development	.86	.94
Organization	.84	.92

Variable and Domain Correlations

Table 7 shows the correlations among variable and domain scores with 1959 students (above diagonal) and 24 schools (below diagonal) as units of analysis. All of the variable and domain scores are positively and significantly correlated with one another, with either students or schools as the units of analysis. This suggests that a student who rates his or her school favorably on the aspect of its climate is also likely to rate it high on another aspect; similarly, schools rated high on one aspect are also likely to be rated high on other aspects.

TABLE 7: CORRELATIONS OF THE STUDENT VARAIBLES AND DOMAINS

		1	2	3	4	5	6	7	8	9
1.	Community		64	54	49	29	51	57	57	35
2.	Accessibility and Receptivity	86		55	61	28	57	63	62	35
3.	Involvement	74	82		48	31	53	57	56	51
4.	Equal Treatment	61	76	59		41	55	60	57	32
5.	Groupings	39	57	50	78		28	34	29	26
6.	Learning Orientation	63	77	63	87	67		59	70	43
7.	Expressiveness	73	84	87	74	64	75		60	34
8.	Goal Direction	74	85	77	87	60	94	79		46
9.	Challenge	45	55	61	44	24	46	31	65	
10.	Dealing with Problems	85	89	82	66	56	61	85	73	46
11.	Order	62	70	53	74	49	57	50	67	62
12.	Options	43	56	53	44	38	71	65	61	15
13.	Influence Distribution	47	66	61	66	66	70	77	66	15
A.	Relationships	84	94	86	87	76	83	90	89	54
B.	Personal Development	74	88	82	87	65	94	85	99	64
C.	Organization	71	86	76	78	65	83	86	84	41

Note: Decimals are omitted from the correlations; read in hundredths. Correlation above the diagonal are based on 1959 students; those below the diagonal are based o 24 schools. Correlations of .04, .05, and .07 for students are significant respect at the .10, .05, and .01 levels. Correlations of .34, .40, and .54 are significant at the same respective levels for students.

TABLE 7 (cont'd)

	10	11	12	13	A	B	C
Community	56	46	46	46	79	63	62
Accessibility and Receptivity	58	51	51	53	82	68	68
Involvement	46	46	40	46	77	67	57
Equal Treatment	48	54	46	52	78	64	65
Groupings	25	27	27	30	60	36	36
Learning Orientation	49	48	57	50	65	86	66
Expressiveness	60	47	54	55	72	80	70
Goal Direction	55	54	57	53	69	86	70
Challenge	30	36	25	25	48	68	37
Dealing with Problems		48	44	55	62	61	79
Order	70		39	45	59	58	75
Options	49	19		47	56	61	75
Influence Distribution	67	43	61		60	57	80
Relationships	89	72	55	72		79	77
Personal Development	77	67	65	70	93		76
Organization	86	70	76	86	88	87	

Factor Analysis

A factor analysis was carried out on the major scores calculated for the instruments and role groups, as shown in Table 8 (p.100). The analysis is considered exploratory only because there are 24 variables and 24 schools as units; moreover, the correlation matrix upon which the analysis is based has a considerable amount of missing data, since, as planned, in only eight schools did teachers complete the instrument, and in only seven school did administrators complete the instruments.

The factoring was pre-programmed to stop at the point at which the next Eigen value is less than unity, which is a standard stop criterion in components analysis. This produced three factors which account for 95.2 percent of the variance. These were rotated to the varimax criterion. The loadings for unrotated and rotated solutions are given in Table 8 . The first unrotated factor loads positively on all but two variables, student perception of Teacher/Administra and Teacher/Parent interactions, areas in which students tend to have less direct knowledge. The pattern of loadings suggests an overall positive school climate as seen by all groups. The second factor loads in opposite directions for administrators on one hand and students and teachers on the other, and the third factor loads in opposite directions for students and teachers.

The rotated loadings show a simple, neat pattern. The first factor loads highly on the administrator responses; the second, on the teacher responses; and the third, on the student responses. The unrotated and rotated loadings, the correlations reported in the last section, and the analysis of the differences

TABLE 8

Factor Analysis

Respondent	Focus	Measure	Unrotated Loadings			Rotated Loadings		
S	S	R	76*	44	46	28	40	87*
S	S	D	53	63*	48	01	29	91*
S	S	O	68*	27	68*	42	14	89*
T	S	R	86*	08	-43	37	98*	04
T	S	D	90*	03	-36	45	86*	07
T	S	O	84*	51*	-08	13	82*	53*
A	S	R	70*	-67*	-01	93*	23	-15
A	S	D	81*	-59*	04	95*	31	-02
A	S	O	63*	-58*	48	95*	-08	24
T	T	R	82*	35	-44	15	97*	17
T	T	D	92*	22	-30	34	91*	23
T	T	O	91*	23	-24	35	86*	28
A	T	I	85*	-52*	-03	91*	41	-02
A	T	I	93*	-33	06	84*	48	18
A	T	I	84*	-49	12	93*	32	10
S	S/T	I	78*	52*	20	17	60*	73*
S	T/A	I	43	49	58*	07	11	86*
S	T/P	I	05	89*	39	-51	13	82*
T	S/T	I	82*	28	-43	21	94*	13
T	T/A	I	90*	27	-24	31	88*	30
T	T/P	I	68*	55*	-35	-06	89*	31
A	S/A	I	80*	-53	07	91*	31	03
A	A/P	I	69*	-53*	45	94*	00	27
A	T/A	I	91*	-38	12	88*	41	18

Note: The abbreviations are as follows: S, Student; T, Teacher; A, Administrator; and P, Parent. Thus respondent T to focus S refers to Teachers rating the climate for Students. R, D, and O refer to Relationships, Development, and Organization, and I refers to Interactions: thus respondent A to focus A/P means Administrator response to Administrator/Parent Interactions. Decimals are omitted from the factor loadings; read in hundredths. Loadings of .50 or greater are marked with an asterisk.

in perceptions among role groups reported in the main body of this report, yield the same general conclusions. There tends to be a quite consistent view of climate by any individual or role group within the school; if that person or group perceives one aspect of climate as favorable, other aspects of climate are also likely to be favorably perceived. While there is fairly substantial agreement among role groups about climate in general (as shown by the first unrotated factor), what discrepencies and inconsistencies that are revealed are among role groups. From the main body of the report, it may be recalled that these discrepencies were specifically that administrators saw the climate of their school most favorably on all three domains; students saw the climate least favorably; and teachers and support staff were intermediate in their perceptions.

APPENDIX E: NORMALIZED SCORES

The results of the 1977 School Climate Study have been transformed into a "normal" distribution (t scores) which has a school mean value of 50 and a standard deviation of 10 units, as shown in Table 9 (p. 104). This transformation allows for comparisons of school climate ratings between schools, and between students, teachers, administrators and support staff. Thus, a school can determine whether its ratings of school climate fall above, at, or below the mean value for the 1977 sample of 24 schools. This information can be used by a school as a guide to setting its <u>own</u> standards of school climate.

Any school that administers the school climate questionnaire can convert its ratings to this normalized distribution according to the following formula:

$$t \text{ (standard score)} = z \times 10 + 50$$

$$\text{where: } z = \frac{x(\text{school score}) - \text{mean}}{\text{standard deviation}}$$

In interpreting a school's standing in relation to these ratings, several factors should be kept in mind. First, the ratings reflect expectations. For example, a school may be rated high on certain aspects of school climate simply because school members have low expectations for those aspects. In contrast, another school might be rated lower than the first school because school members have higher expectations of their school. Thus, the position of a school relative to the normalized distribution is not an absolute value of school climate, <u>per se</u>, but is rather a position of relative satisfaction of school members with certain aspects of their school. This is important information as school members'

actions are influenced by their levels of satisfaction or dissatisfaction with the climate of their schools.

Second, a school cannot compare its own non-normalized ratings of variables, domains, and interactions. A non-normalized mean rating of 60.0 for community is not necessarily higher than a rating of 50.0 for groupings, for example, as each variable is made up of different items of varying difficulty. A school can, however, compare its normalized rating on a variable, domain, or interaction with other schools in the sample to see where it stands in the distribution. And, a school can compare the ratings given by students, teachers, administrators and support staff to the same aspect of school climate.

TABLE 9: Normalized Scores -- High and Low School Ratings for Student-Focused Variables and Domains, and Interactions (Mean = 50; Standard Deviation = 10)

STUDENT-FOCUSED VARIABLE	Highest Rating	Lowest Rating
A. Student Ratings (N=24 Schools):		
1. Community	67.8	27.6
2. Accessibility & Receptivity	71.5	30.2
3. Involvement	62.3	33.5
4. Equal Treatment	77.6	33.7
5. Groupings	71.7	34.4
6. Learning Orientation	78.6	34.8
7. Expressiveness	65.9	26.6
8. Goal Direction	60.8	34.6
9. Challenge	72.2	33.8
10. Dealing with Problems	66.6	33.2
11. Order	75.8	27.4
12. Options	69.6	20.3
13. Influence Distribution	66.6	27.3
STUDENT-FOCUSED DOMAINS		
A. Student Ratings (N=24 Schools):		
1. Relationships	69.4	30.0
2. Personal Development	76.0	34.4
3. Organization	69.7	28.1
B. Teacher Ratings (N=8 Schools):		
1. Relationships	65.6	34.8
2. Personal Development	67.1	37.1
3. Organization	67.7	38.3
C. Administrator Ratings (N=7 Schools):		
1. Relationships	65.7	37.2
2. Personal Development	84.1	16.8
3. Organization	65.5	35.4

TABLE 9 (cont'd)

	Highest Rating	Lowest Rating
D. Support Staff Ratings (N=7 Schools):		
1. Relationships	64.7	37.3
2. Personal Development	68.8	42.2
3. Organization	61.4	36.4
INTERACTIONS		
A. Student Ratings (N=24 Schools):		
1. Student/Teacher	67.5	33.0
2. Student/Administrator	73.8	27.8
3. Teacher/Parent	67.0	31.6
B. Teacher Ratings (N=8 Schools):		
1. Student/Teacher	67.1	35.5
2. Teacher/Parent	64.3	35.4
C. Administrator Ratings (N=7 Schools):		
1. Student/Administrator	65.3	39.1
D. Support Staff Ratings (N=7 Schools):		
1. Student/Teacher	61.1	33.0
2. Student/Administrator	65.2	36.8

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